

Note 7: The Third International Mathematics and Science Study (TIMSS)

Continued

Table 4 Countries participating in TIMSS, by compliance with sampling guidelines for Population 2

Compliance with sampling guidelines	Countries
Countries satisfying guidelines for sample participation rates, grade selection, and sampling procedures	Belgium (Flemish) ¹ Canada Cyprus Czech Republic England ^{1,2} France Hong Kong Hungary Iceland Iran, Islamic Republic Ireland Japan Korea Latvia (LSS) ³ Lithuania ³ New Zealand Norway Portugal Russian Federation Singapore Slovak Republic Spain Sweden Switzerland ³ United States ¹
Countries not satisfying guidelines for sample participation rates	Australia Austria Belgium (French) Bulgaria Netherlands Scotland
Countries not meeting age/grade specifications	Colombia Germany ^{1,3} Romania Slovenia
Countries with unapproved sampling procedures at the classroom level and/or not meeting other guidelines	Denmark Greece Israel ³ Kuwait South Africa Thailand

¹ Met guidelines for sample participation rates only after replacement schools were included.

² National defined population covers less than 90 percent of national desired population.

³ National desired population does not cover all of the international desired population. Latvia is noted LSS for Latvian-speaking schools only.

Note 7: The Third International Mathematics and Science Study (TIMSS)

Continued

Table 5 Countries participating in TIMSS, by compliance with sampling guidelines for Population 3—General Knowledge

Compliance with sampling guidelines	Countries
Countries satisfying guidelines for sample participation rates and sampling procedures	Cyprus ¹ Czech Republic Hungary Lithuania ² New Zealand ³ Russian Federation ¹ Sweden Switzerland
Countries not satisfying guidelines for sample participation rates	Australia Austria ¹ Canada France Iceland Italy ² Norway United States
Countries with unapproved sampling procedures and/or low participation rates	Denmark Germany ³ Netherlands ¹ Slovenia South Africa

¹ National defined population covers less than 90 percent of national desired population.

² National desired population does not cover all of the international desired population.

³ Met guidelines for sample participation rates only after replacement schools were included.

Note 7: The Third International Mathematics and Science Study (TIMSS)

Continued

Table 6 Countries participating in TIMSS, by compliance with sampling guidelines for Population 3—Advanced Mathematics

Compliance with sampling guidelines	Countries
Countries satisfying guidelines for sample participation rates and sampling procedures	Canada Cyprus ¹ Czech Republic France Germany ² Greece ² Lithuania ³ Russian Federation ¹ Sweden Switzerland
Countries not satisfying guidelines for sample participation rates	Australia Austria ¹ Italy ³ United States
Countries with unapproved sampling procedures and low participation rates	Denmark Slovenia

¹ National defined population covers less than 90 percent of national desired population.

² Met guidelines for sample participation rates only after replacement schools were included.

³ National desired population does not cover all of the international desired population.

Table 7 Countries participating in TIMSS, by compliance with sampling guidelines for Population 3—Physics

Compliance with sampling guidelines	Countries
Countries satisfying guidelines for sample participation rates and sampling procedures	Canada Cyprus ¹ Czech Republic France Germany ² Greece ² Latvia (LSS) ³ Norway ² Russian Federation ¹ Sweden Switzerland
Countries not satisfying guidelines for sample participation rates	Australia Austria ¹ United States
Countries with unapproved sampling procedures and low participation rates	Denmark Slovenia

¹ National defined population covers less than 90 percent of national desired population.

² Met guidelines for sample participation rates only after replacement schools were included.

³ National desired population does not cover all of the international desired population. Latvia is noted LSS for Latvian-speaking schools only.

Note 7: The Third International Mathematics and Science Study (TIMSS)

Continued

VIDEOTAPE CLASSROOM STUDY

TIMSS also included a Videotape Classroom Study of 231 8th-grade classrooms selected to be representative of the classrooms in the main study (NCES 1999-074). The study examined the mathematical content of lessons, the organization and process of mathematics instruction, and teachers' beliefs about reform and how these beliefs related to instructional practices.

One hundred German classrooms, 81 U.S. classrooms, and 50 Japanese classrooms were included in the study. In each country, schools were randomly selected from the original TIMSS sample, and classrooms were then selected from these schools for videotaping. In the United States, one 8th-grade classroom was randomly selected from each school. Teachers received a \$300 grant, the use of which was to be decided upon jointly with the principal. In Germany, the classroom in each school that participated in the TIMSS assessment was videotaped. A modest stipend was given to the teachers for their participation. In Japan, classrooms selected for the study were those that had not participated in the TIMSS assessment. Where there was more than one 8th-grade mathematics classroom that had not participated in the assessment, the principal chose which classroom would participate. In all three countries, if a teacher in the original sample of schools refused to be videotaped, then the school was dropped from the study.

Videotaping of U.S. and German classrooms was spread between October 1994 and May 1995. In Japan, the academic year begins in April, so all videotaping was conducted between November 1994 and March 1995. The national curriculum in Japan devotes the first half of the academic year to algebra and the second half of the year to geometry. Consequently, geometry lessons were overrepresented in the sample of lessons from Japanese classrooms. Five additional Japanese classrooms were sampled in the following school year to increase the number of Japanese algebra lessons and were included in the specialized analyses of the "Math Content Group."

After their classroom was videotaped, teachers were asked to complete a 28-item questionnaire. English, German, and Japanese versions of the questionnaire were created and judged to be equivalent by a group of researchers, each of whom was fluent in at least two of the languages. Over 90 percent of teachers in each country who were videotaped returned the questionnaire—91 percent in Germany, 94 percent in Japan, and 98 percent in the United States. Teachers were asked to describe the videotaped lesson, the typicality of that lesson, and their understanding of current reform efforts and to what extent these reforms were evident in the videotaped lesson.

Note 8: NAEP, NELS, and HS&B Transcript Studies

Indicators 39 and 40 summarize data from transcripts of high school graduates collected as part of the U.S. Department of Education's National Assessment of Educational Progress (NAEP) and the High School & Beyond study (HS&B). Based on these transcripts, completed courses in subject areas (such as science and mathematics) are placed in different levels of an academic "pipeline." The pipeline organizes courses in each subject based on the normal progression and difficulty of courses within that subject area. In mathematics, as an illustration, algebra I is less difficult than and is traditionally taken before algebra II; thus, algebra I is placed lower in the pipeline hierarchy than is algebra II.

The pipeline for a subject can be used to assess the rigor and difficulty of courses that high school graduates have completed. Graduates at the high end of a pipeline have completed more advanced coursework than graduates at a lower level of the pipeline. The pipeline classifies graduates by the highest level courses completed in a subject area, not the highest level attempted.

MATHEMATICS PIPELINE

The mathematics pipeline has eight levels: *No mathematics*, *Nonacademic*, *Low academic*, *Middle academic I*, *Middle academic II*, *Advanced I*, *Advanced II*, and *Advanced III*. Middle levels I and II and Advanced levels I, II, and III can be combined to create one middle level and one Advanced level, respectively, thus creating a five-level pipeline (*No mathematics*, *Nonacademic*, *Low academic*, *Middle academic*, and *Advanced*).

No mathematics

Students who did not complete any courses in mathematics are placed in the no-mathematics level as are students who completed only basic

or remedial-level mathematics. Thus, it is possible for a student to have taken one or more courses in mathematics but to be placed in the no-mathematics level.

Non-academic

This level includes courses in "general mathematics" or "basic skills mathematics," such as:

General mathematics I or II; basic mathematics I, II, or III; consumer mathematics; technical or vocational mathematics; and mathematics review.

Low academic

This level includes preliminary courses (e.g., pre-algebra) or mathematics courses of reduced rigor or pace (e.g., algebra I taught over the course of 2 academic years). These courses are considered to be more rigorous than Nonacademic courses and include:

Pre-algebra; algebra I, part I; algebra I, part II; and geometry (informal).

Middle academic

Courses at this level begin with algebra I (or unified mathematics I) and include approximately three full-year courses in mathematics (e.g., algebra I and II and geometry). The Middle academic pipeline is divided into sub-levels according to their rigor (Middle academic I and II). These courses are more rigorous than Nonacademic and Low academic level courses.

Middle academic level I

Algebra I; plane geometry; plane and solid geometry; unified mathematics I and II; pure mathematics; other.

Middle academic level II

Algebra II and unified mathematics III.

Note 8: NAEP, NELS, and HS&B Transcript Studies

Continued

ADVANCED ACADEMIC

Advanced academic courses include precalculus and calculus as well as other courses labeled as “advanced,” including trigonometry, statistics, and probability. These courses are considered more rigorous than Nonacademic, Low-academic, and Middle academic courses. Advanced courses are divided into three pipeline levels according to their rigor:

Advanced academic level I (least rigorous)

Algebra III; algebra/trigonometry; algebra/analytical geometry; trigonometry; trigonometry/solid geometry; analytical geometry; linear algebra; probability; probability/statistics; statistics; statistics (other); and independent study.

Advanced academic level II

Precalculus and introduction to analysis.

Advanced academic level III (most rigorous)

Advanced Placement calculus; calculus; and calculus/analytical geometry.

SCIENCE PIPELINE

Unlike mathematics and other subjects such as foreign languages, coursework in science does not follow a common or easily defined sequence. Depending on a school's curriculum, students may be able to choose from several courses with minimal sequencing. Consequently, the method used to construct the science pipeline differs from that of the mathematics pipeline. First, all science courses were placed in one of four groups based on subject matter: (1) life science (biology); (2) chemistry; (3) physics; and (4) all other physical sciences (e.g., geology, earth science, physical science). Second, a pipeline was constructed for each of these four groups. Third, the pipelines for chemistry, physics, and all other physical sciences were combined into a single pipeline

(a physical science pipeline). Finally, the physical science and life science pipelines were combined to create a single pipeline measure. The result is a pipeline with seven levels: *No science*; *Primary physical science*; *Secondary physical science*; *Biology*; *Chemistry I or Physics I*; *Chemistry I and Physics I*; and *Chemistry II or Physics II*.

No science

Students who did not complete any courses in science are in this category as are students who completed only basic or remedial-level science. Thus, it is possible for a student to have taken one or more courses in science but to be placed in the no-science level.

Primary physical science

Physical science; applied physical science; earth science; college preparatory earth science; and unified science.

Secondary physical science

Astronomy; geology; environmental science; oceanography; general physics; basic biology I; and consumer or introductory chemistry.

Biology

General biology I; secondary life sciences (including ecology, zoology, marine biology, and human physiology); general or honors biology II; and advanced biology.

Chemistry I or Physics I

Chemistry I and Physics I

Chemistry II or Physics II

For more information on the construction of the pipelines, see Burkam, Lee, and Smerdon 1997.

Note 9: The College Qualification Index

WHO IS PREPARED FOR COLLEGE?

The college qualification index was developed for *Access to Postsecondary Education for the 1992 High School Graduates* (NCES 98-105). The index measures a student's readiness to attend a 4-year institution and uses up to five sources of information about a student's preparation: high school grade-point average (GPA) in academic courses, senior class rank, scores on the NELS 1992 cognitive test battery, and scores on the ACT or SAT college entrance examination. Since admission standards and requirements vary widely among 4-year colleges and universities, the analysis for the indicator examined the actual distribution of these five measures of academic aptitude and achievement among those graduating seniors who did attend a 4-year institution. Approximately half (45 percent) of the NELS graduating seniors had data available for four or five of the criteria: class rank, GPA, the NELS test, and ACT or SAT scores. For about one-third of the students only three data sources were available because they lacked ACT or SAT scores. All of these students had NELS test scores, however. In order to identify as many students as possible who were potentially qualified academically to attend a 4-year college, students were assigned the highest level of qualification yielded by any of the five criteria that were available.

Students were classified in a two-stage process. The initial classification was determined as follows:

- *Very highly qualified:* those whose highest value on any of the five criteria would put them among the top 10 percent of 4-year college students (specifically the NELS 1992 graduating seniors who enrolled in 4-year colleges and universities) for that criterion. Minimum values were GPA=3.7, class rank percentile=96, NELS test percentile=97, combined SAT=1250, composite ACT=28.
- *Highly qualified:* those whose highest value on any of the five criteria would put them among the top 25 percent of 4-year college students (but not the top 10 percent) for that criterion. Minimum values were GPA=3.6, class rank percentile=89, NELS test percentile=90, combined SAT=1110, composite ACT=25.
- *Somewhat qualified:* those whose highest value on any of the five criteria would put them among the top 50 percent (but not the top 25 percent, i.e., in the second quartile) of 4-year college students for that criterion. Minimum values were GPA=3.2, class rank percentile=75, NELS test percentile=76, combined SAT=960, composite ACT=22.
- *Minimally qualified:* those whose highest value on any of the five criteria would put them among the top 75 percent (but not the top 50 percent, i.e., in the third quartile) of 4-year college students for that criterion. Minimum values were GPA=2.7, class rank percentile=54, NELS test percentile=56, combined SAT=820, composite ACT=19.
- *Marginally or not qualified:* those who had no value on any criterion that would put them among the top 75 percent of 4-year college students (i.e., all values were in the lowest quartile). In addition, those in vocational programs (according to their high school transcript) were classified as not college qualified.

Next, adjustments were made for programs of rigorous academic coursework, defined as including at least 4 years of English; 3 years each of science, mathematics, and social studies; and 2 years of a foreign language. Those who had

Note 9: The College Qualification Index

Continued

taken a program of rigorous academic courses were moved into one higher level of qualification. Students initially placed in the “very highly qualified” category who had not taken the rigorous academic coursework were placed into the “highly qualified” category.

Students were identified as “college qualified” if they were at least minimally qualified according to this index. It is important to recognize that some “marginally or not qualified” stu-

dents enrolled at a 4-year institution. Admission standards vary widely and admission may be based on factors other than academic preparation (for example, some public 4-year institutions are open to any in-state high school graduate).

NOTE: This procedure affected the classification of less than 1 percent of students. Few students in vocational programs met any of the criteria for a higher classification.

Note 10: College Remediation and Degree Completion

The source of student transcripts used in *Indicator 34* is the U.S. Department of Education's High School and Beyond Postsecondary Transcript File. Courses defined as remedial include: precollege mathematics, arithmetic-based business mathematics, remedial writing, remedial speech, basic reading (but not speed reading), business English: punctuation and grammar, English-as-a-second language, and basic academic skills. For a description of how courses were coded from the High School and Beyond Postsecondary Transcript File, see Adelman (1999).

In the analysis, students were assigned to one of five mutually exclusive patterns of remedial coursework, according to the courses on their transcripts. These patterns followed a logical cascade. Students with (a) any remedial courses were first identified, then (b) students with two or fewer remedial mathematics courses only, then (c) students with two or more courses in English, mathematics, or other courses other than reading (but not solely two courses in mathematics), then (d) students with only one remedial course other than reading or mathematics, and, finally, (e) students with no remedial courses.

Note 11: Information on Socioeconomically Disadvantaged Students

For *Indicator 35*, which uses data from the 1996 Beginning Postsecondary Student Longitudinal Study, “First Follow-up” (BPS:1996/1998), students are classified as “at risk” of not persisting at a 4-year institution if they meet one or more of the criteria listed below. Note that this definition of “at risk” is specific to this indicator and differs from definitions of at risk used in other NCES publications. Each of the three components is independently related to persistence. Students were at risk if:

- Their total family income in 1994 was below 125 percent of the federal poverty level for their family size. (In BPS:1996/1998, family income was derived from national student loan files, student and parent interviews, and imputation.) Sixty-three percent of students from low-income families persisted versus 76 percent of students from other families.
- The highest educational level completed by either parent was a high school diploma or less. These data were obtained primarily from the BPS telephone interviews. Sixty-three percent of students whose parents did not go beyond high school persisted versus 78 percent of other students.
- The proportion of the student body in the student's high school who were eligible for free or reduced-price lunch in 1994–95 was 25 percent or more. This information was obtained by matching high schools identified by admission test takers with the NCES Common Core of Data (CCD). In

1994–95, 10 states did not report free-lunch eligibility data for at least 70 percent of their schools. Students missing data on this criterion could be categorized as “at risk” based on family income or parents’ education. Eligibility for free or reduced-price lunch under the national Free School Lunch Act is one of four measures of poverty specified in the basic program requirements for Title I federal funding. Because only public high schools are included in the CCD, and the NCES Private School Survey does not collect free or reduced-price lunch eligibility data, attendance at a private high school could not solely be the basis of “at-risk” status. However, students who attended private high schools could be classified as “at risk” based on family income or parents’ education. (Ninety percent of the BPS:1996/1998 sample graduated from public high schools, and among students entering 4-year institutions, which are the focus of this indicator, 86 percent graduated from public high schools.) Seventy-two percent of students from high poverty high schools persisted versus 78 percent of other students.

Among students entering 4-year institutions, 44 percent were at risk of not persisting. Each of the three variables considered is associated with persistence as defined in this indicator, and does not highly overlap with the other two variables, as indicated below.

Note 11: Information on Socioeconomically Disadvantaged Students

Continued

Percentage distribution according to responses to variables determining at-risk status for nonpersistence for students with complete data on all three variables

Only low family income (as a percent of the poverty level)	12.2%
Only low parents' education	32.2%
Only high percent free lunch eligible (high school)	22.0%
Both low family income and low parents' education	7.7%
Both low family income and high percent free lunch eligible	6.3%
Both low parents' education and high percent free lunch eligible	11.1%
At risk on all three variables	8.6%
Total	100.0%

Note 12: Fields of Study

DEFINITIONS OF FIELDS OF STUDY

Following the procedure used in the *Digest of Education Statistics*, the fields in each category in *Indicator 37* are based on the 1991–92 Classification of Instructional Program (CIP) codes, 1990 edition, in order to provide consistent data for 1970–71 and 1996–97.

Agriculture and natural resources: agricultural business and production; agricultural sciences; and conservation and renewable natural resources.

Biological/life sciences: biology; biochemistry and biophysics; botany; cell and molecular biology; microbiology/bacteriology; zoology; and other biological sciences.

Business management and administrative services: business management/administrative services; marketing operations/marketing distribution; and consumer and personal services.

Communications: communications, general; advertising; journalism; broadcast journalism; public relations and organizational communications; radio and television technology; communications, other; and communications technologies.

Computer and information sciences: computer and information sciences, general; computer programming; data processing technology/technician; information science and systems; computer systems analysis; and other information sciences.

Education: education.

Engineering: engineering; engineering-related technologies; mechanics and repairs; and construction trades.

English language and literature/letters: English language and literature, general; comparative

literature; English composition; English creative writing; literature; creative American literature; English literature; speech and rhetorical studies; English technical and business writing; and English language and literature/letters, other.

Health professions and related sciences: Communication disorders sciences; community health liaison; dentistry; dental services; health services administration; health and medical assistants; health and medical diagnosis and treatment services; medical laboratory technologies; predentistry; premedicine; prepharmacy; preveterinary; medicine; medical basic sciences; mental health services; nursing; optometry; pharmacy; epidemiology; rehabilitation and therapeutic services; veterinary medicine; and other health professions.

Mathematics: mathematics; statistics.

Physical sciences: physical sciences, general; astronomy; astrophysics; atmospheric science and meteorology; chemistry; geology; miscellaneous physical sciences; physics; science technologies; and other physical sciences.

Psychology: psychology.

Social sciences and history: social sciences, general; anthropology; archeology; criminology; demography and population studies; economics; geography; history; international relations and affairs; political science and government; sociology; urban affairs/studies; and social sciences and history, other.

Visual and performing arts: visual and performing arts, general; crafts, folk art, and artisanry; dance; design and applied art; theatre arts and stagecraft; film/video and photographic arts; fine arts and art studies; music; and visual and performing arts, other.

Note 13: Allocation of Faculty Time

The National Study of Postsecondary Faculty (NSOPF-93), conducted in 1992–93, included anyone who was designated as faculty, whether or not their responsibilities included instruction, and other personnel with instructional responsibilities. The analysis for *Indicator 56* includes only those respondents with faculty status and some instructional responsibilities. Instructional responsibilities include teaching one or more classes for credit or advising or supervising students' academic activities.

TIME ALLOCATION

Survey respondents were asked to estimate the percentage of total working hours they spent on each of the following activities:

Teaching: Includes teaching; grading papers; preparing courses; developing new curricula; advising or supervising students; or working with student organizations or intramural sports.

Research/scholarship: Includes research; reviewing or preparing articles or books; attending or preparing for professional meetings or

conferences; reviewing proposals; seeking outside funding; giving performances or exhibitions in the fine or applied arts; or giving speeches.

Administration: Performing managerial or other organizationally supportive activities.

Professional growth: Includes taking courses or pursuing an advanced degree or other professional development activities to remain current in their field of practice.

Outside consulting or freelance work: Conducting outside consulting or other employment.

Service/other: Includes providing legal or medical service or psychological counseling to clients or patients; providing paid or unpaid community or public service, or service to professional societies/associations; or participating in other activities or work not listed above.

The last three activities on this list were combined into an “other” category for the indicator.

Note 14: Calculation of Indicators of Public Effort to Fund Education

Many indices of public investment in education could be constructed. Choosing the most appropriate measure has been an issue in international comparisons as well as national trends. Two indices were selected for presentation in *Indicator 62*. The first is revenue per student, which is the amount of public revenue for elementary and secondary education divided by the total number of public and private elementary and secondary students, or public revenues for postsecondary education in degree-granting institutions divided by the total number of postsecondary education students enrolled in postsecondary degree-granting institutions. Education revenue is in 1998 dollars, based on the Consumer Price Index (CPI), prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis. Personal income is in constant 1998 dollars, adjusted by CPI for the calendar year. Data for the indicators are for the calendar year in which the school year ended, except for 1930 and 1940, for which the data are for the calendar year in which the school year began.

The second indicator is revenue per student divided by per capita personal income. This indicator of public effort provides a measure of public investment in each student compared with available societal resources. Public education revenue per student is the ratio of total public revenue for education to public and private enrollment. No adjustments were made for part-time enrollment. Per capita income is

$$\text{Effort index} = \frac{\text{Public revenue for education/total enrollment}}{\text{Total personal income/total population}} \times 100$$

the ratio of total personal income to total population. The index can be expressed algebraically, therefore, as:

Revenue data from elementary/secondary and postsecondary education are based in different accounting systems and are not entirely comparable. For example, elementary and secondary public revenues represent additions to assets (cash) from taxes, appropriation, and other funds, which do not incur an obligation that must be met at some future date (loans) in all public schools. These include revenues that are spent on construction of buildings and other investments in the physical plant. Because of the difficulty in constructing a comparable time series, public funds going to private schools (for Head Start, disabled children, etc.) have been excluded. For postsecondary education, educational and general public revenues are those available from public sources at both public and private institutions for the *regular or customary activities* of an institution that are part of, and contributory to, or necessary to its instructional or research program. These include salaries and travel of faculty and administrative or other employees; purchase of supplies or materials for current use in classrooms, libraries, laboratories, or offices; and operation and maintenance of the educational plant. In contrast to elementary/secondary public revenues, postsecondary education public revenues, as defined in this indicator, do not include public funds that would be used for expansion of the physical plant. As a result, the reader should focus on the changes over time within the elementary/secondary and postsecondary education measures rather than make comparisons across levels.

To facilitate comparisons between the two indicators of public effort, the data shown in the figures were calculated as a percentage of their values in 1970.

Note 15: Analysis of Variance (ANOVA)

The method used for comparisons of average values of three or more groups is called the *analysis of variance* (ANOVA). Using ANOVA the total variation can be separated into two parts: (1) variation due to differences between groups and (2) variation due to differences within each group.

- (1) Variation due to differences represents how far group means deviate from the overall sample mean. In order to calculate the variation across groups, the difference between a group mean and the overall sample mean is calculated for each group. The differences are then squared and summed up using all the groups. Finally, the sum of the squared differences is multiplied by the number of subjects in each group. The resulting product of this calculation is called the *sum of squares between (among) groups* in the ANOVA table (see below).
- (2) Variation due to differences within each group represents how much individual scores within each group differ from their group mean. In order to calculate the variation within groups, the differences between an individual score and its group mean are squared and summed using all the individuals within each group. Finally, the sums of the squared differences of all the groups are added. The resulting product is called the *sum of squares within groups* in the ANOVA table.

Dividing the average sum of squares between groups (also called the *mean square between groups* in the ANOVA table) by the average sum of squares within group (called the *mean square within groups*) yields an F-value. The F-value is used to test the differences in mean values of three or more groups. If the variation among the groups is large compared to the variation within the groups, then the F-value will be larger than 1. If the null hypothesis is true, the expected value for the two *mean squares* will be equal, and the F-value will be equal to 1.

Indicator 64 applies ANOVA table for the percentage distributions of disparity among states and within states in the chart were calculated by dividing among-state disparity (*sum of squares among states*) by the total disparity (*total sum of squares*) and by dividing within-state disparity (*sum of squares within states*) by the total disparity, respectively, for each year. The proportions of the total disparity attributable to within- and among-state differences identify the sources and the shares of the total disparity.

While the universe of school districts was surveyed for each state in 1992–93, 1995–96, and 1996–97, a sample of school districts was collected for some states while a universe was collected for others in 1993–94 and 1994–95.

Note 15: Analysis of Variance (ANOVA)

Continued

Supplemental Table: Analysis of variance (ANOVA) results for instructional expenditures per pupil: School years 1992–93 to 1996–97

Year and source	Degree of freedom	Sum of squares	Mean square	F-value	Prob > F
1992–93					
Among states	50	9149.80	183.00	255.60	0.0000
Within states	10631	7611.11	0.72		
Total	10681	16760.91			
1993–94					
Among states	50	8679.22	173.58	224.54	0.0000
Within states	9374	7246.65	0.77		
Total	9424	15925.87			
1994–95					
Among states	50	7831.17	156.62	304.34	0.0000
Within states	9427	4851.52	0.51		
Total	9477	12682.70			
1995–96					
Among states	50	8133.99	162.68	321.75	0.0000
Within states	10520	5318.95	0.51		
Total	10570	13452.95			
1996–97					
Among states	50	8143.33	162.87	312.24	0.0000
Within states	10522	5488.30	0.52		
Total	10572	13631.64			

NOTE: Only unified school districts are included in the analysis. The school year Consumer Price Index (CPI) was used to adjust expenditures to constant 1996 dollars. Details may not add to totals due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Elementary-Secondary School District Finance Data Files, 1992–93 to 1996–97 school years.

Note 16: Net Price of College Attendance

The following definitions, used in *Indicator 67*, clarify who or what is included or excluded in the various statistics. The sample consists of dependent full-time, full-year students who attended one postsecondary institution during the 1995–96 academic year. During that year, approximately 20 percent of all undergraduates were dependent and full time, full year (defined as 8 or more months of attendance). The specific terms used in the Indicator are as follows:

Family income: The four income categories, “low income,” “lower middle,” “upper middle,” and “high income” are calculated on the basis of family income for dependent students and correspond to the four quartiles of the distribution of parental family income. The quartile cutpoints for dependent student income are about \$25,000, \$47,000, and \$71,000.

Dependency status: Students were considered dependent for purposes of federal financial aid programs unless institutional records indicated they were:

- (1) Age 24 or older as of December 31, 1995 (born before January 1, 1972)
- (2) A veteran of the U.S. Armed Forces
- (3) Enrolled in a graduate or professional program (beyond a bachelor’s degree) in 1995–96
- (4) Married
- (5) Orphan or ward of the court
- (6) Had legal dependents, other than spouse

If any of these conditions were met, the student was classified as independent for purposes of financial aid.

Tuition and fees: Indicates tuition the student was charged for the academic year, as reported

by the institution in the National Postsecondary Student Aid Study (NPSAS). If tuition was not reported, tuition was estimated based on the average per credit or per term charges for other students at the institution according to their class level, degree program, and attendance status.

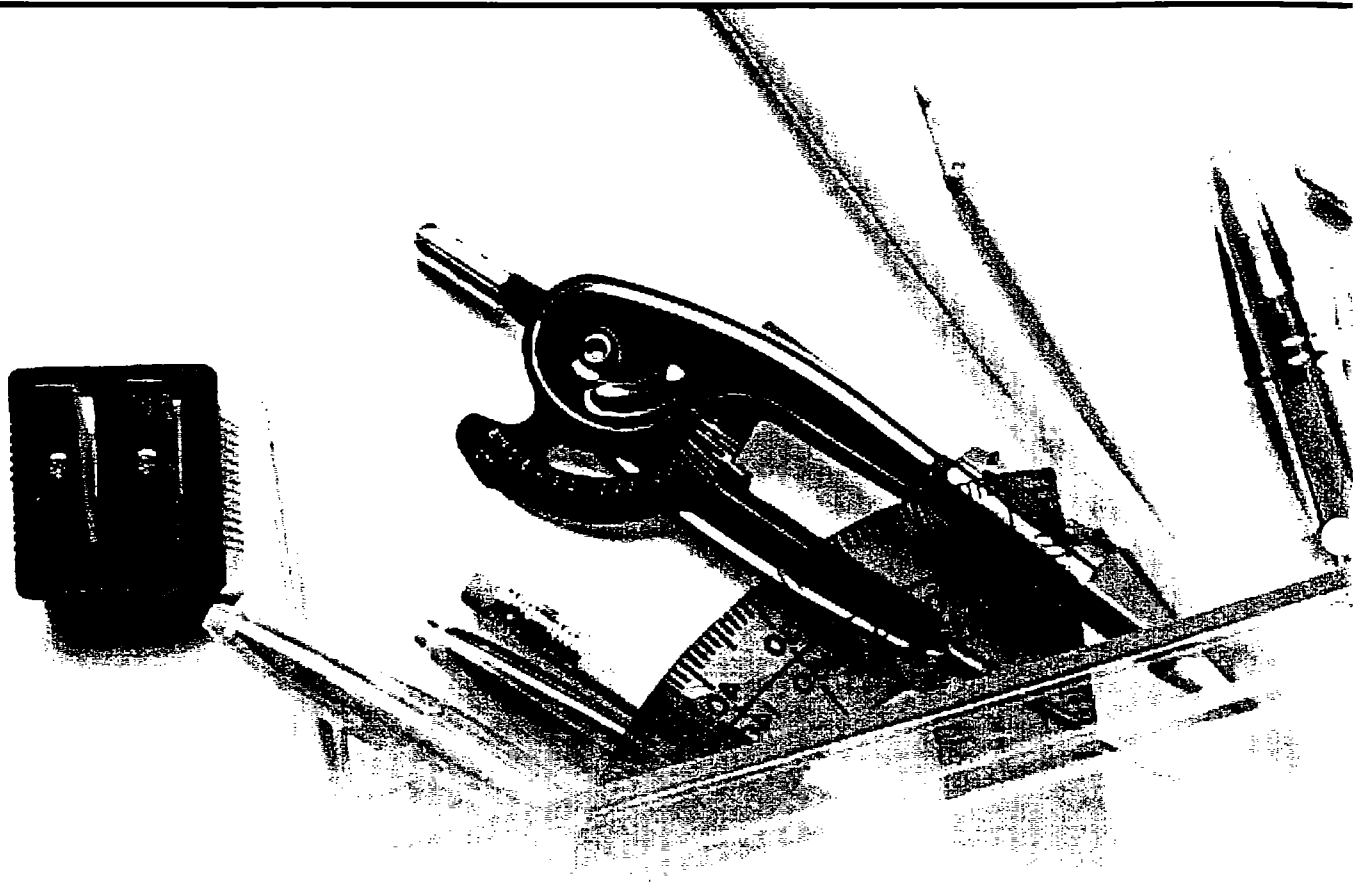
Total cost: The attendance-adjusted student budget at the sampled NPSAS institution for students who attended only one institution during 1995–96. The student budget is the sum of tuition and fees and the sum of nontuition expenses, including room and board, transportation, books and supplies, and other costs. For students attending at least half time but less than full time, nontuition costs are reduced to 75 percent of the allowance for full-time, full-year students, to 50 percent for students with unknown attendance status, and to 25 percent for students attending less than half time. The actual tuition is added to the estimated nontuition costs. Students who attended more than one institution are excluded from the tables.

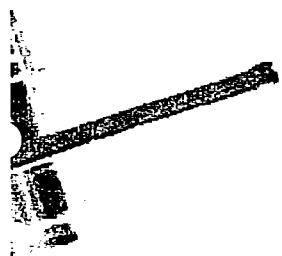
Grants: Total amount of all grants and scholarships: federal, state, institutional, and other received during 1995–96, including employer tuition reimbursements.

Net price: Total cost to student, which includes tuition and fees and nontuition costs) minus total grants. Net price does not include the future cost of interest payments on loans that must be repaid. This definition of net price differs from an earlier version that appeared in *The Condition of Education 1998*. The 1998 definition was total cost minus total aid, which includes loans that students or their families must repay. The present definition more accurately reflects the price that students and their families pay.

Appendix 3

Standard Error Tables





Standard Errors

The information presented in this report was obtained from many sources, including federal and state agencies, private research organizations, and professional associations. The data were collected using many research methods, including surveys of a universe (such as all school districts) or of a sample, compilations of administrative records, and statistical projections. Users of *The Condition of Education* should take particular care when comparing data from different sources. Differences in procedures, timing, phrasing of questions, interviewer training, and so forth mean that the results are not strictly comparable. Following the general discussion of data accuracy below, descriptions of the information sources and data collection methods are presented, grouped by sponsoring organization. More extensive documentation of procedures used in one survey as compared to another does not imply more problems with the data, only that more information is available.

Unless otherwise noted, all statements cited in the text were tested for statistical significance and are statistically significant at the 0.05 level. Several test procedures were used. The procedure used depended upon the type of data interpreted and the nature of the statement tested. The most commonly used test procedures were (1) *t*-tests, (2) multiple *t*-tests with a Bonferroni adjustment to the significance level, and (3) linear trend tests. When a simple comparison between two sample estimates was made, for example, between males and females, a *t*-test was used. When multiple comparisons between more than two groups were made, and even if only one comparison is cited in the text, a Bonferroni adjustment to the significance level was made to ensure that the significance level for the tests as a group was at the 0.05 level. The Bonferroni adjustment is commonly used when making comparisons between racial/ethnic groups and between the United States and other countries. A linear trend test was used when a statement describing a trend, such as

the growth of enrollment rates over time, was made or when a statement describing a relationship, such as the relationship between a parent's educational attainment and a student's reading proficiency, was made.

The accuracy of any statistic is determined by the joint effects of "sampling" and "nonsampling" errors. Estimates based on a sample will differ somewhat from the figures that would have been obtained if a complete census had been taken using the same survey instruments, instructions, and procedures. In addition to such sampling errors, all surveys, both universe and sample, are subject to design, reporting, and processing errors due to nonresponse. To the extent possible, these nonsampling errors are kept to a minimum by methods built into the survey procedures; however, the effects of nonsampling errors are more difficult to gauge than those produced by sampling variability.

The estimated standard error of a statistic is a measure of the variation due to sampling and can be used to examine the precision obtained in a particular sample. The sample estimate and an estimate of its standard error permit the construction of interval estimates with prescribed confidence that the interval includes the average result of all possible samples. If all possible samples were selected, and each was surveyed under the same conditions, and an estimate and its standard error were calculated from each sample, then approximately 90 percent of the intervals from 1.6 standard errors below the estimate to 1.6 standard errors above the estimate would include the actual value; 95 percent of the intervals from two standard errors below the estimate to two standard errors above the estimate would include the actual value; and 99 percent of all intervals from 2.5 standard errors below the estimate to 2.5 standard errors above the estimate would include the actual value. These intervals are called 90 percent, 95 percent, and 99 percent confidence intervals, respectively.

Standard Errors

Continued

To illustrate this further, consider the supplemental table 1-1 for *Indicator 1* and the standard error table S1-1 for estimates from the Current Population Survey (CPS). For the 1998 estimate of the percentage of 3- to 5-year-olds enrolled in kindergarten (64.5 percent), table S1-1 shows a standard error of 0.7. Therefore, we can construct a 95 percent confidence interval from 63.1 to 65.9 ($64.5 \pm 2 \times .07$). If this procedure was followed for every possible sample, about 95 percent of the intervals would include the actual percentage of 3- to 5-year-olds enrolled in kindergarten.

The estimated standard errors for two sample statistics can be used to estimate the precision of the difference between the two statistics and to avoid concluding that there is an actual difference when the difference in sample estimates may only be due to sampling error. The need to be aware of the precision of differences arises, for example, when comparing mean proficiency scores between groups or years in the National Assessment of Educational Progress (NAEP) or when comparing percentages between groups or years in the Current Population Survey (CPS). The standard error (se) of the difference between sample estimate A and sample estimate B (when A and B do not overlap) is

$$se_{A-B} = \sqrt{se_A^2 + se_B^2}$$

When a ratio (called a *t*-statistic) of the difference between the two sample statistics and the standard error of the difference as calculated above is less than 2, one cannot be sure that the difference is not due only to sampling error, and caution should be taken in drawing any conclusions about the difference. In this report, for example, using the rationale above, we would not conclude that there is a difference between the two sample statistics. Some analysts, however, use the less restrictive criterion of a *t*-statistic value of 1.64, which corresponds to a 10 percent significance level.

To illustrate this further, consider the data on total enrollment of poor and nonpoor 3-year-old children in center-based programs or kindergarten in the supplemental table 2-2 for *Indicator 2* and the associated standard error table S2-2. In 1999, the estimated total enrollment for poor 3-year-olds was 39.1 percent while for nonpoor 3-year-olds it was 48.2 percent. Is there enough evidence to conclude that the difference between these two samples represents an actual difference between poor and nonpoor enrollments for 3-year-olds in 1999? The standard errors are 3.2 and 1.5, respectively. Using the above formula, the standard error of the difference is calculated as 3.5. The ratio of the estimated difference of 9.1 percentage points to the standard error of the difference of 3.5 is 2.6. Using the table below, we see there is less than a 5 percent chance that the 9.1 percentage point difference is due only to sampling error, and one may conclude that there is a difference between enrollment rates in center-based programs or kindergarten for poor and nonpoor 3-year-olds in 1999.

Percent chance that a difference is due only to sampling error:

<i>t</i> -statistic	1.00	1.64	1.96
Percent chance	32	10	5

It should be noted that most of the standard errors presented in this report and in the original documents are approximations. That is, to derive estimates of standard errors that would be applicable to a wide variety of items and that could be prepared at a moderate cost, a number of approximations were required. As a result, most of the standard errors presented provide a general order of magnitude rather than the exact standard error for any specific item.

The preceding discussion on sampling variability was directed toward a situation concerning one or two estimates. Determining the accuracy of statistical projections is more difficult.

Standard Errors

Continued

In general, the further away the projection date is from the date of the actual data being used for the projection, the greater the possible error in the projection. If, for instance, annual data from 1980 to 1996 are used to project enrollment in elementary and secondary education, the further beyond one projects, the more variability in the projection. The enrollment projection for the year 2002 will be less certain than the projection for 2000. A detailed discussion of the projections methodology is contained in *Projections of Education Statistics to 2009* (NCES 1999-038).

Both universe and sample surveys are subject to nonsampling errors. Nonsampling errors can arise in various ways, including (1) from respondents or interviewers interpreting questions differently; (2) from respondents estimating the values that they provide; (3) from partial to total nonresponse; (4) from imputation or reweighting to adjust for nonresponse; (5) from inability or unwillingness on the part of respondents to provide correct information; (6) from recording or keying errors; or (7) from overcoverage or undercoverage of the target universe.

Sampling and nonsampling error combine to yield total survey error. Since estimating the magnitude of nonsampling errors would require special experiments or access to independent data, their magnitudes are seldom available. In almost all situations, the sampling error represents an underestimate of the total survey error, and thus an overestimate of the precision of the survey estimates.

To compensate for suspected nonrandom errors, adjustments of the sample estimates are often made. For example, adjustments are frequently made for nonresponse, both partial and total. An adjustment made for either type of nonresponse is often referred to as an imputation—substitution of the “average” questionnaire response for the nonresponse. Imputations are usually made separately within various groups of sample members, which have similar survey characteristics. Imputation for item nonresponse is usually made by substituting for a missing item the response to that item of a respondent having characteristics that are similar to those of the nonrespondent.

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Educational Enrollment Rates, by Age

Table S1-1 Standard errors for the percentage of the population enrolled, by age and level: October 1970–98

October	Prekindergarten and kindergarten	Elementary and secondary	Postsecondary education institutions	
	3- to 5-year-olds	6- to 17-year-olds	18- to 24-year-olds	25- to 34-year-olds
1970	0.7	0.1	0.4	0.2
1971	0.7	0.1	0.4	0.2
1972	0.7	0.1	0.4	0.2
1973	0.7	0.1	0.4	0.2
1974	0.7	0.1	0.4	0.2
1975	0.8	0.1	0.4	0.2
1976	0.8	0.1	0.4	0.2
1977	0.8	0.1	0.4	0.2
1978	0.8	0.1	0.4	0.2
1979	0.8	0.1	0.4	0.2
1980	0.8	0.1	0.4	0.2
1981	0.8	0.1	0.4	0.2
1982	0.8	0.1	0.4	0.2
1983	0.8	0.1	0.4	0.2
1984	0.8	0.1	0.4	0.2
1985	0.8	0.1	0.4	0.2
1986	0.8	0.1	0.4	0.2
1987	0.8	0.1	0.4	0.2
1988	0.8	0.1	0.5	0.2
1989	0.8	0.1	0.5	0.2
1990	—	0.1	0.5	0.2
1991	0.8	0.1	0.5	0.2
1992	0.8	0.1	0.5	0.2
1993	0.8	0.1	0.5	0.2
1994	0.7	0.1	0.4	0.2
1995	0.7	0.1	0.4	0.2
1996	0.7	0.1	0.5	0.2
1997	0.7	0.1	0.5	0.2
1998	0.7	0.1	0.5	0.2

— Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1970–98.

Educational Enrollment Rates, by Age

Table S1-2 Standard errors for the total population (in thousands) of people ages 3–34, by age and enrollment status: October 1970–98

October	Prekindergarten and kindergarten		Elementary and secondary		Postsecondary			
	3- to 5-year-olds		6- to 17-year-olds		18- to 24-year-olds		25- to 34-year-olds	
	Enrolled	Not enrolled	Enrolled	Not enrolled	Enrolled	Not enrolled	Enrolled	Not enrolled
1970	77.6	77.6	60.9	42.9	93.7	93.7	51.0	51.0
1971	77.0	77.0	60.4	42.5	96.6	96.6	55.2	55.2
1972	76.1	76.1	66.1	46.5	97.5	97.5	57.9	57.9
1973	76.6	76.6	68.9	48.4	96.8	96.8	59.0	59.0
1974	77.7	77.7	69.2	48.6	98.5	98.5	64.4	64.4
1975	77.2	77.2	65.8	46.3	102.1	102.1	68.0	68.0
1976	75.5	75.5	64.6	45.4	103.6	103.6	68.3	68.3
1977	74.5	74.5	65.3	45.9	104.9	104.9	73.0	73.0
1978	73.9	73.9	65.6	46.1	104.4	104.4	70.3	70.3
1979	73.9	73.9	65.4	46.0	104.6	104.6	71.7	71.7
1980	74.5	74.5	65.7	46.2	105.8	105.8	72.2	72.2
1981	76.1	76.1	62.4	43.8	108.0	108.0	75.1	75.1
1982	80.8	80.8	61.4	43.2	113.8	113.8	79.6	79.6
1983	82.2	82.2	58.2	40.9	112.6	112.6	80.9	80.9
1984	83.7	83.7	62.5	43.9	112.8	112.8	80.0	80.0
1985	83.9	83.9	60.4	42.5	111.8	111.8	80.7	80.7
1986	84.4	84.4	59.2	41.7	110.7	110.7	79.9	79.9
1987	84.4	84.4	62.8	44.1	111.5	111.5	79.8	79.8
1988	92.5	92.5	64.8	45.6	121.7	121.7	86.7	86.7
1989	92.6	92.6	65.6	46.1	121.2	121.2	88.3	88.3
1990	—	—	57.4	40.4	117.1	117.1	86.1	86.1
1991	90.5	90.5	56.7	39.9	117.6	117.6	87.6	87.6
1992	91.2	91.2	58.0	40.9	117.8	117.8	85.6	85.6
1993	92.9	92.9	57.5	40.5	117.1	117.1	85.2	85.2
1994	85.8	85.8	56.7	40.0	111.6	111.6	82.7	82.7
1995	86.1	86.1	63.6	44.7	110.6	110.6	81.8	81.8
1996	89.5	89.5	83.5	58.6	115.7	115.7	86.4	86.4
1997	86.8	86.8	63.4	44.6	117.3	117.3	84.3	84.3
1998	86.9	86.9	68.9	48.5	118.4	118.4	85.9	85.9

— Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1970–98.

Enrollment in Preprimary Education

Table S2-1 Standard errors for the percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs or kindergarten, by student characteristics: 1991, 1993, 1995, 1996, and 1999

Student characteristic	3-year-olds					4-year-olds					5-year-olds				
	1991	1993	1995	1996	1999	1991	1993	1995	1996	1999	1991	1993	1995	1996	1999
Total	1.4	1.2	1.5	1.4	1.3	1.0	1.1	1.5	1.4	1.3	0.8	0.8	0.7	0.9	0.8
Race-ethnicity															
White	1.5	1.5	2.4	2.1	1.7	1.2	1.5	1.9	1.8	1.6	0.8	0.9	0.8	1.1	1.0
Black	4.2	3.1	4.1	4.3	3.9	3.6	3.0	4.5	3.2	3.5	1.6	1.9	1.9	1.6	0.7
Hispanic	3.2	3.3	2.5	3.4	3.1	3.8	3.3	3.0	3.9	3.0	2.3	2.2	1.6	3.2	2.7
Other	6.3	6.0	7.1	7.0	6.6	5.8	5.4	5.6	7.8	5.5	5.7	3.9	1.6	2.5	1.6
Household income															
\$10,000 or less	—	3.8	3.8	3.7	4.6	—	2.6	4.8	4.7	4.7	—	2.2	1.7	3.6	2.3
10,001–20,000	—	3.5	3.5	4.7	3.9	—	2.7	4.4	4.3	3.9	—	2.2	2.1	2.9	3.0
20,001–35,000	—	2.2	2.7	3.3	2.9	—	2.2	2.8	2.7	2.9	—	1.9	1.4	1.9	1.4
35,001–50,000	—	3.1	3.5	3.5	3.5	—	2.6	3.0	3.6	3.4	—	1.6	2.3	1.9	2.1
50,001 or more	—	2.0	3.1	2.9	2.5	—	1.8	2.2	2.2	1.8	—	0.7	0.7	1.4	1.0
Parents' highest education level															
Less than high school diploma	3.5	3.4	4.8	5.9	6.0	4.3	4.6	5.8	5.1	4.9	2.3	4.1	2.0	4.7	3.0
High school diploma or GED	2.3	2.2	2.6	3.0	3.1	2.2	2.2	2.9	3.2	2.8	1.4	1.4	1.4	1.8	1.8
Some college/vocational/technical	2.0	2.0	2.8	2.7	2.5	1.7	1.9	2.6	2.4	2.7	1.3	1.4	1.4	1.8	1.5
Bachelor's degree	3.2	3.3	3.6	3.6	2.7	2.2	2.6	3.0	3.8	2.5	1.9	1.6	1.1	2.0	2.0
Graduate/professional school	3.0	2.8	5.1	4.3	3.4	3.2	2.8	3.2	3.5	2.3	1.8	1.3	1.8	2.4	1.2

— Not available.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1991 (Early Childhood Education Component), 1993 (School Readiness Component), 1995 (Early Childhood Program Participation Component), 1996 (Parent and Family Involvement in Education Component), and 1999 (Parent Interview Component).

Enrollment in Preprimary Education

Table S2-2 Standard errors for the percentage of 3-, 4-, and 5-year-olds enrolled in center-based programs, kindergarten, or center-based programs and kindergarten, by selected student characteristics: 1999

Student characteristic	3-year-olds				4-year-olds				5-year-olds			
	Total	Center-based programs	Kindergarten	Center-based and kindergarten	Total	Center-based programs	Kindergarten	Center-based and kindergarten	Total	Center-based programs	Kindergarten	Center-based and kindergarten
Total	1.3	1.3	—	—	1.3	1.3	0.5	0.4	0.8	1.1	1.5	1.2
Sex												
Male	1.9	1.9	—	—	2.0	2.1	0.6	0.5	1.1	1.6	2.1	1.8
Female	2.0	2.0	—	—	1.9	1.9	0.6	0.5	1.1	1.7	2.4	1.8
Race-ethnicity												
White	1.7	1.8	—	—	1.6	1.5	0.5	0.6	1.0	1.5	2.1	1.6
Black	3.9	3.9	—	—	3.5	3.6	0.6	0.4	0.7	3.2	4.4	4.5
Hispanic	3.1	3.1	—	—	3.0	2.8	1.5	0.9	2.7	1.9	3.5	2.0
Other	6.6	6.4	—	—	5.5	5.4	2.4	0.6	1.6	6.7	7.0	4.2
Household income												
\$10,000 or less	4.6	4.6	—	—	4.7	4.6	1.3	1.3	2.3	3.9	5.6	4.9
10,001–20,000	3.9	3.9	—	—	3.9	4.0	1.2	0.4	3.0	3.1	4.5	2.4
20,001–30,000	2.9	3.0	—	—	2.9	2.9	0.7	0.2	1.4	2.4	3.2	3.1
30,001–50,000	3.5	3.6	—	—	3.4	3.4	1.1	0.8	2.1	2.8	3.1	2.0
50,001 or more	2.5	2.6	—	—	1.8	1.9	1.0	0.6	1.0	2.0	2.6	1.9
Parents' highest education level												
Less than high school diploma	6.0	6.1	—	—	4.9	5.0	1.4	1.9	3.0	3.8	5.1	3.0
High school diploma or GED	3.1	3.1	—	—	2.8	2.8	0.9	0.2	1.8	2.0	3.3	2.6
Some college/vocational/technical	2.5	2.4	—	—	2.7	2.8	0.8	0.6	1.5	2.3	3.4	2.5
Bachelor's degree	2.7	2.7	—	—	2.5	2.3	1.1	0.8	2.0	3.0	3.8	2.3
Graduate/professional school	3.4	3.7	—	—	2.3	2.6	1.3	0.9	1.2	3.4	4.1	2.9
Poverty status												
Poor	3.2	3.3	—	—	3.6	3.5	1.2	0.8	2.0	2.6	3.8	3.1
Nonpoor	1.5	1.5	—	—	1.4	1.4	0.5	0.4	0.7	1.2	1.6	1.4
Poverty status within race-ethnicity												
White												
Poor	5.3	5.3	—	—	6.7	6.7	0.8	1.0	4.0	5.3	7.4	4.2
Nonpoor	1.9	1.9	—	—	1.6	1.5	0.6	0.6	0.9	1.5	2.2	1.9
Black												
Poor	7.0	7.0	—	—	4.5	5.1	1.2	—	0.9	5.3	8.5	8.6
Nonpoor	4.7	4.7	—	—	5.0	4.9	0.7	0.7	1.1	4.0	4.6	4.8
Hispanic												
Poor	5.0	5.0	—	—	5.8	5.7	2.8	2.1	5.7	3.6	6.3	2.7
Nonpoor	3.6	3.6	—	—	3.3	1.9	0.3	—	2.1	2.3	3.7	2.5

— Not applicable.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Parent Interview Component).

Past and Projected Elementary and Secondary School Enrollment

Table S3-1 Standard errors for private elementary and secondary school enrollment (in thousands), by region and grade level: School years 1989–90 to 1997–98

School year	Total	Region			
		Northeast	Midwest	South	West
Grades 1–12					
1989–90	34	32	14	19	11
1991–92	—	—	—	—	—
1993–94	11	6	3	9	5
1995–96	16	6	6	7	9
1997–98	12	5	10	6	4
Grades 1–8					
1989–90	28	29	11	16	8
1991–92	—	—	—	—	—
1993–94	9	4	3	8	4
1995–96	12	3	5	5	7
1997–98	11	5	9	4	3
Grades 9–12					
1989–90	13	8	4	7	5
1991–92	—	—	—	—	—
1993–94	3	2	1	3	2
1995–96	5	3	1	2	2
1997–98	2	1	1	2	1

— Not available.

SOURCE: U.S. Department of Education, NCES, Private School Surveys (PSS), various years.

Racial-Ethnic Distribution of Public School Students

Table S4-1 Standard errors for the racial-ethnic distribution of public school students enrolled in grades 1–12: October 1972–98

October	White	Total	Black	Minority enrollment	
				Hispanic	Other
1972	0.3	0.3	0.3	0.2	0.1
1973	0.3	0.3	0.3	0.2	0.1
1974	0.3	0.3	0.3	0.2	0.1
1975	0.3	0.3	0.3	0.2	0.1
1976	0.3	0.3	0.3	0.2	0.1
1977	0.3	0.3	0.3	0.2	0.1
1978	0.3	0.3	0.3	0.2	0.1
1979	—	—	—	—	—
1980	—	—	—	—	—
1981	0.4	0.4	0.3	0.2	0.1
1982	0.4	0.4	0.3	0.2	0.1
1983	0.4	0.4	0.3	0.2	0.2
1984	0.4	0.4	0.3	0.2	0.2
1985	0.4	0.4	0.3	0.3	0.2
1986	0.4	0.4	0.3	0.3	0.2
1987	0.4	0.4	0.3	0.3	0.2
1988	0.4	0.4	0.3	0.3	0.2
1989	0.2	0.2	0.1	0.1	0.0
1990	0.4	0.4	0.3	0.3	0.2
1991	0.4	0.4	0.3	0.3	0.2
1992	0.4	0.4	0.3	0.3	0.2
1993	0.4	0.4	0.3	0.3	0.2
1994	0.4	0.3	0.3	0.2	0.1
1995	0.4	0.3	0.3	0.2	0.1
1996	0.4	0.4	0.3	0.2	0.2
1997	0.4	0.3	0.3	0.2	0.2
1998	0.4	0.4	0.3	0.2	0.2

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1972–98.

Racial-Ethnic Distribution of Public School Students

Table S4-2 Standard errors for the racial-ethnic distribution of public school students enrolled in grades 1–12, by region: October 1972–98

October	White	Minority				White	Total	Minority			
		Total	Black	Hispanic	Other			Total	Black	Hispanic	Other
Northeast						Midwest					
1972	0.6	0.6	0.5	0.3	0.1	0.5	0.5	0.4	0.2	0.1	
1973	0.6	0.6	0.5	0.3	0.1	0.5	0.5	0.4	0.1	0.1	
1974	0.6	0.6	0.5	0.3	0.1	0.5	0.5	0.4	0.2	0.1	
1975	0.6	0.6	0.5	0.3	0.1	0.5	0.5	0.5	0.2	0.1	
1976	0.7	0.7	0.5	0.4	0.2	0.5	0.5	0.5	0.2	0.1	
1977	0.7	0.7	0.6	0.4	0.2	0.5	0.5	0.5	0.2	0.1	
1978	0.7	0.7	0.6	0.4	0.2	0.5	0.5	0.5	0.2	0.2	
1979	—	—	—	—	—	—	—	—	—	—	
1980	—	—	—	—	—	—	—	—	—	—	
1981	0.7	0.7	0.6	0.4	0.2	0.6	0.6	0.5	0.2	0.2	
1982	0.8	0.8	0.6	0.5	0.3	0.6	0.6	0.5	0.2	0.2	
1983	0.8	0.8	0.7	0.5	0.3	0.6	0.6	0.6	0.2	0.2	
1984	0.8	0.8	0.7	0.5	0.3	0.6	0.6	0.6	0.2	0.2	
1985	0.8	0.8	0.7	0.6	0.3	0.7	0.7	0.6	0.3	0.3	
1986	0.9	0.9	0.7	0.6	0.3	0.7	0.7	0.6	0.3	0.2	
1987	0.8	0.8	0.7	0.6	0.3	0.7	0.7	0.6	0.3	0.3	
1988	0.9	0.9	0.8	0.7	0.4	0.7	0.7	0.7	0.4	0.3	
1989	1.0	1.0	0.8	0.7	0.4	0.5	0.5	0.5	0.1	0.1	
1990	0.9	0.9	0.7	0.6	0.4	0.7	0.7	0.6	0.3	0.3	
1991	0.9	0.9	0.7	0.6	0.4	0.7	0.7	0.6	0.3	0.3	
1992	0.9	0.9	0.7	0.6	0.4	0.7	0.7	0.6	0.3	0.3	
1993	0.9	0.9	0.7	0.6	0.4	0.7	0.7	0.6	0.3	0.3	
1994	0.8	0.8	0.6	0.4	0.3	0.7	0.6	0.5	0.3	0.2	
1995	0.8	0.8	0.6	0.4	0.3	0.6	0.6	0.5	0.2	0.2	
1996	0.9	0.8	0.6	0.5	0.3	0.7	0.6	0.5	0.3	0.2	
1997	0.9	0.8	0.6	0.5	0.3	0.7	0.6	0.5	0.3	0.3	
1998	0.9	0.8	0.6	0.5	0.3	0.7	0.6	0.5	0.3	0.3	

Racial-Ethnic Distribution of Public School Students

Table S4-2 Standard errors for the racial-ethnic distribution of public school students enrolled in grades 1–12, by region: October 1972–98—Continued

October	White	Minority				White	Total	Minority			
		Total	Black	Hispanic	Other			Total	Black	Hispanic	Other
		South						West			
1972	0.6	0.6	0.6	0.3	0.1	0.8	0.8	0.4	0.6	0.4	
1973	0.6	0.6	0.6	0.3	0.1	0.8	0.8	0.4	0.6	0.4	
1974	0.6	0.6	0.6	0.3	0.1	0.8	0.8	0.4	0.6	0.4	
1975	0.6	0.6	0.6	0.3	0.1	0.8	0.8	0.4	0.6	0.4	
1976	0.6	0.6	0.6	0.3	0.1	0.8	0.8	0.5	0.6	0.4	
1977	0.6	0.6	0.6	0.3	0.1	0.8	0.8	0.5	0.6	0.4	
1978	0.6	0.6	0.6	0.3	0.1	0.8	0.8	0.5	0.6	0.5	
1979	—	—	—	—	—	—	—	—	—	—	
1980	—	—	—	—	—	—	—	—	—	—	
1981	0.6	0.6	0.6	0.3	0.2	0.8	0.8	0.4	0.6	0.5	
1982	0.7	0.7	0.6	0.4	0.1	0.9	0.9	0.4	0.7	0.6	
1983	0.7	0.7	0.6	0.4	0.2	0.9	0.9	0.4	0.7	0.6	
1984	0.7	0.7	0.6	0.3	0.2	0.9	0.9	0.5	0.7	0.6	
1985	0.7	0.7	0.6	0.4	0.2	0.9	0.9	0.5	0.8	0.5	
1986	0.7	0.7	0.6	0.4	0.2	0.9	0.9	0.4	0.8	0.5	
1987	0.7	0.7	0.6	0.4	0.2	0.9	0.9	0.5	0.8	0.5	
1988	0.7	0.7	0.7	0.5	0.2	1.0	1.0	0.5	0.9	0.6	
1989	0.5	0.5	0.5	0.2	0.1	0.9	0.9	0.3	0.7	0.3	
1990	0.7	0.7	0.7	0.5	0.2	0.9	0.9	0.4	0.8	0.6	
1991	0.7	0.7	0.7	0.4	0.2	0.9	0.9	0.4	0.8	0.5	
1992	0.7	0.7	0.6	0.4	0.2	0.9	0.9	0.4	0.8	0.5	
1993	0.7	0.7	0.6	0.4	0.2	0.9	0.9	0.4	0.8	0.5	
1994	0.6	0.6	0.5	0.3	0.2	0.8	0.7	0.3	0.6	0.4	
1995	0.6	0.6	0.5	0.3	0.2	0.8	0.7	0.3	0.6	0.4	
1996	0.7	0.6	0.6	0.3	0.2	0.8	0.8	0.3	0.6	0.5	
1997	0.7	0.6	0.5	0.3	0.2	0.8	0.7	0.4	0.6	0.5	
1998	0.7	0.6	0.6	0.3	0.2	0.8	0.7	0.4	0.6	0.5	

—Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, 1972–98.

Parental Education, by Race-Ethnicity

Table S5-1 Standard errors for the percentage distribution of 6- to 18-year-olds according to parents' highest education level, by child's race-ethnicity: 1974-99

Parents' highest education level and child's race-ethnicity	1974	1979	1984	1989	1994	1999
White						
Mother's highest education level	—	—	—	—	—	—
Less than high school diploma	0.4	0.4	0.4	0.4	0.4	0.3
High school diploma or GED	0.5	0.5	0.6	0.7	0.6	0.6
Some college	0.3	0.4	0.5	0.5	0.6	0.6
Bachelor's degree or higher	0.3	0.3	0.4	0.5	0.5	0.6
Father's highest education level	—	—	—	—	—	—
Less than high school diploma	0.5	0.5	0.5	0.5	0.4	0.4
High school diploma or GED	0.5	0.5	0.6	0.7	0.7	0.6
Some college	0.4	0.4	0.5	0.6	0.6	0.6
Bachelor's degree or higher	0.4	0.5	0.6	0.6	0.7	0.7
Black						
Mother's highest education level	—	—	—	—	—	—
Less than high school diploma	1.5	1.5	1.6	1.5	1.5	1.3
High school diploma or GED	1.4	1.5	1.6	1.7	1.8	1.6
Some college	0.8	1.0	1.2	1.4	1.7	1.5
Bachelor's degree or higher	0.6	0.7	0.8	1.0	1.1	1.1
Father's highest education level	—	—	—	—	—	—
Less than high school diploma	1.9	2.1	2.2	2.2	2.1	1.7
High school diploma or GED	1.7	2.0	2.2	2.5	2.6	1.9
Some college	1.0	1.4	1.7	2.0	2.3	1.8
Bachelor's degree or higher	0.8	1.1	1.5	1.7	2.0	1.5
Hispanic						
Mother's highest education level	—	—	—	—	—	—
Less than high school diploma	1.8	1.9	1.9	2.2	2.5	1.7
High school diploma or GED	1.7	1.7	1.7	2.0	2.2	1.5
Some college	0.9	1.0	1.0	1.4	1.8	1.3
Bachelor's degree or higher	0.7	0.8	0.7	1.0	1.2	0.9
Father's highest education level	—	—	—	—	—	—
Less than high school diploma	2.0	2.1	2.2	2.6	2.9	1.9
High school diploma or GED	1.8	1.8	1.9	2.3	2.5	1.4
Some college	1.1	1.2	1.3	1.8	2.2	1.2
Bachelor's degree or higher	1.1	1.2	1.2	1.4	1.6	1.0

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys, various years.

Language Spoken at Home by Hispanic Students

Table S6-1 Standard errors for the number and percentage distribution of students enrolled in grades K–12, by race-ethnicity: 1999

	Total	Students in grades K–12			
		White	Black	Hispanic	Other
Number	17.7	10.7	2.7	3.2	0.9
Percent	—	0.3	0.2	0.2	0.2

— Not applicable.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Parent Interview Component).

Table S6-2 Standard errors for the percentage distribution of Hispanic students in grades K–12, by language spoken at home and grade: 1999

Grade enrolled	Total	Spoke mostly English at home	Spoke English and Spanish equally at home	Spoke mostly Spanish at home	Spoke English and other language equally/ spoke other language
Total	—	1.1	0.9	1.0	0.2
K–5	—	1.3	1.2	1.3	0.3
6–8	—	2.5	2.1	1.7	0.4
9–12	—	1.9	1.5	1.8	0.1

— Not applicable.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Parent Interview Component).

Table S6-3 Standard errors for the percentage distribution of Hispanic students in grades K–12, by language spoken at home, grade, and mother's birth place: 1999

Grade enrolled	Total	Spoke mostly English at home	Spoke English and Spanish equally at home	Spoke mostly Spanish at home	Spoke English and other language equally/ spoke other language
Mother was born in the United States					
Total	—	1.3	0.9	0.8	0.2
K–5	—	1.6	0.9	1.3	0.2
6–8	—	2.9	2.7	1.3	0.8
9–12	—	1.7	1.1	1.4	0.3
Mother was not born in the United States					
Total	—	1.5	1.6	1.6	0.3
K–5	—	1.8	2.1	2.0	0.5
6–8	—	3.1	3.4	3.3	0.6
9–12	—	3.1	2.7	3.2	0.1

— Not applicable.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Parent Interview Component).

Language Spoken at Home by Hispanic Students

Table S6-4 Standard errors for the percentage distribution of Hispanic students in grades K–12, by language spoken at home and various demographic characteristics: 1999

Demographic characteristic	Total	Language spoken at home by student		
		Mostly English	English and Spanish equally	Mostly Spanish
Total	—	—	—	—
Language spoken most at home by mother				
English	1.3	1.4	1.3	1.1
Spanish	1.3	1.4	1.3	1.1
English and other language equally/other language	0.2	0.2	—	0.3
Mother's place of birth				
United States/territories	1.2	1.5	2.4	1.5
Other countries	1.2	1.5	2.4	1.5
Mother's first language				
English	1.3	1.7	1.0	1.1
Spanish	1.3	1.7	1.0	1.1
English and other language equally/other language	0.3	0.5	0.3	0.2
Parents' highest education level				
Less than high school diploma	1.3	1.7	2.9	2.5
High school diploma or GED or higher	1.3	1.7	2.9	2.5
High school diploma or GED	1.1	1.4	2.5	1.9
Some college/vocational/technical	0.9	1.5	2.4	1.6
Bachelor's degree	0.7	1.1	1.2	1.2
Graduate/professional school	0.5	0.9	1.0	0.9
Household income				
\$20,000 or less	0.9	1.5	2.9	2.4
10,000 or less	0.5	1.2	2.8	1.9
10,001–20,000	0.9	1.3	2.9	2.2
\$20,001 or more	0.9	1.5	2.9	2.4
20,001–30,000	1.0	1.0	2.5	2.3
30,001–50,000	0.7	1.2	1.0	0.9
50,001 or more	0.7	1.3	1.2	0.7

— Not applicable.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Parent Interview Component).

Graduate/Professional Enrollment and Employment

Table S9-1 Standard errors for the percentage distribution of graduate and first-professional students according to selected enrollment and employment characteristics: Academic year 1995–96

	M.B.A.	M.A.T, M.Ed., M.A./M.S. in education	M.A./M.S. (except education)	Ph.D.	Ed.D.	M.D.	Law (LL.B. or J.D.)
Total	—	—	—	—	—	—	—
Attendance pattern							
Full-time, full-year	2.5	1.6	2.0	4.5	5.3	2.2	2.2
Part-time, full-year	3.0	2.3	2.0	4.0	6.9	0.7	2.1
Other	2.2	2.2	2.4	1.8	7.6	2.0	1.2
Employment status							
Worked at all	3.1	2.5	2.7	4.4	2.6	4.3	3.5
Worked full-time if worked	4.0	2.9	2.4	5.0	6.9	3.9	2.5
Primary role if working							
Student meeting expenses	3.3	3.2	4.0	4.7	7.1	9.7	3.1
Employee enrolled in school	3.3	3.2	4.0	4.7	7.1	9.7	3.1

— Not applicable.

SOURCE: U.S. Department of Education, NCES. National Postsecondary Student Aid Study (NPSAS:1996), Graduate Data Analysis System.

Participation in Adult Learning

Table S10-1 Standard errors for the percentage of adults ages 18 or older who participated in learning activities in the past 12 months, by educational attainment and age: 1991, 1995, and 1999

Educational attainment and age	1991 Total	1995 Total	1999 Total	Type of adult learning activity				
				Basic skills	Credential		Work-related	Personal
					Full-time	Part-time		
Total	0.7	0.5	0.8	0.3	0.3	0.4	0.7	0.7
Educational attainment								
Grade 8 or less	1.5	1.1	2.4	1.8	—	0.3	0.5	1.9
Grades 9–12	2.3	1.4	2.1	1.3	0.4	0.9	0.9	1.5
High school diploma or GED	1.1	0.8	1.7	0.7	0.8	0.7	1.5	1.4
Some college/ technical/ vocational school	1.9	0.7	1.4	0.3	0.9	0.9	1.3	1.3
Bachelor's degree or higher	2.0	1.0	1.5	—	0.6	0.8	1.5	1.4
Age								
18–24	2.4	1.1	2.4	1.9	2.3	1.5	2.3	2.1
25–34	2.0	0.9	2.1	0.5	0.9	1.1	1.9	1.7
35–44	2.2	0.9	1.9	0.3	0.4	1.0	1.5	1.5
45–54	2.2	1.2	2.0	0.2	0.4	1.0	1.6	1.6
55–64	2.1	1.1	2.2	0.2	0.1	0.8	1.7	1.8
65 and older	1.3	1.0	1.3	0.6	0.1	0.4	0.6	1.1

— Not applicable.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1991, 1995, and 1999 (Adult Education Component).

Participation in Adult Learning

Table S10-2 Standard errors for the percentage of adults age 18 or older who participated in various learning activities with different providers, by type of activity: 1999

Type of activity	Type of provider for various adult learning activities						
	Elementary/ secondary	Post- secondary	Trade organization	Private	Business	Government	Other
Credential	0.4	1.6	1.0	0.5	0.7	0.8	0.6
Full-time	0.4	1.8	1.2	0.6	0.4	1.2	0.6
Part-time	0.5	2.3	1.5	0.8	1.2	1.0	1.0
Work-related	1.0	1.1	1.0	0.6	1.7	1.1	0.6
Personal	0.7	1.1	0.9	1.3	1.3	0.8	0.7

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Adult Education Component).

Kindergartners' Skills and Proficiency in Reading and Mathematics

Table S11-1 Standard errors for the percentage of first-time kindergartners achieving each reading and mathematics proficiency level, by child and family characteristics: Fall 1998

Characteristic	Reading proficiencies			Mathematics proficiencies		
	Letter recognition	Beginning sounds	Ending sounds	Number and shape	Relative size	Ordinal sequence
Total	0.8	0.9	0.7	0.3	0.7	0.7
Sex						
Male	0.8	0.9	0.7	0.5	0.9	0.8
Female	0.9	1.1	0.8	0.3	0.9	0.7
Mother's highest education level						
Less than high school	1.5	0.9	0.6	1.0	1.2	0.6
High school diploma or equivalent	1.1	1.1	0.8	0.5	0.9	0.7
Some college, including vocational/technical	1.0	1.1	0.9	0.4	0.9	0.9
Bachelor's degree or higher	0.8	1.2	1.1	0.2	0.9	1.0
Race-ethnicity						
White	0.9	1.1	0.8	0.2	0.8	0.8
Black	1.6	1.7	1.2	0.8	1.5	1.0
Asian/Pacific Islander	1.7	1.5	2.2	0.7	1.5	0.9
Hispanic	1.7	2.4	1.2	0.7	2.4	2.1

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, "Kindergarten Class of 1998-99," Fall 1998.

Kindergartners' Overall Reading and Mathematics Performance

Table S12-1 Standard errors for the mean reading *t*-scores of first-time kindergartners, and percentage distribution of quartile scores, by child and family characteristics: Fall 1998

Characteristic	Mean <i>t</i> -score	Quartile score			
		0–25 percent	26–50 percent	51–75 percent	76–100 percent
Total	0.2	0.8	0.6	0.5	0.8
Sex					
Male	0.2	0.9	0.7	0.6	0.8
Female	0.2	0.9	0.8	0.6	1.0
Mother's highest education level					
Less than high school	0.3	1.4	1.1	1.2	0.7
High school diploma or equivalent	0.2	1.1	0.9	0.9	0.9
Some college, including vocational/technical	0.5	0.9	0.8	0.6	1.0
Bachelor's degree or higher	0.2	0.6	0.8	0.3	1.2
Child's race-ethnicity					
White	0.2	0.7	0.7	0.6	1.0
Black	0.4	1.6	1.5	1.0	1.4
Asian	0.6	1.5	2.0	1.9	2.4
Hispanic	0.5	2.1	1.2	1.1	1.5

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, "Kindergarten Class of 1998–99," Fall 1998.

Table S12-2 Standard errors for the mean mathematics *t*-scores of first-time kindergartners, and percentage distribution of quartile scores, by child and family characteristics: Fall 1998

Characteristic	Mean <i>t</i> -score	Quartile score			
		0–25 percent	26–50 percent	51–75 percent	76–100 percent
Total	0.2	0.7	0.5	0.5	0.7
Sex					
Male	0.2	0.9	0.6	0.5	0.9
Female	0.2	0.8	0.6	0.7	0.8
Mother's highest education level					
Less than high school	0.3	1.8	1.3	1.0	0.7
High school diploma or equivalent	0.2	1.1	0.8	0.9	0.7
Some college, including vocational/technical	0.5	0.7	0.7	0.7	0.9
Bachelor's degree or higher	0.2	0.6	0.8	0.8	1.2
Child's race-ethnicity					
White	0.2	0.7	0.6	0.6	0.9
Black	0.4	1.5	1.0	1.2	1.1
Asian	0.6	1.7	1.6	1.8	0.9
Hispanic	0.3	1.8	1.3	1.2	2.3

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, "Kindergarten Class of 1998–99," Fall 1998.

Reading Performance of Students in Grades 4, 8, and 12

Table S13-1 Standard errors for the average reading proficiency (scale score) by grade and selected student characteristics: 1992, 1994, and 1998

Student characteristic	Grade 4			Grade 8			Grade 12		
	1992	1994	1998	1992	1994	1998	1992	1994	1998
Total	0.9	1.0	0.8	0.9	0.8	0.8	0.6	0.7	0.7
Sex									
Male	1.2	1.3	1.1	1.1	1.0	0.9	0.7	0.8	1.0
Female	1.0	1.1	0.7	1.0	1.0	0.9	0.7	0.8	0.7
Race-ethnicity									
White	1.2	1.3	0.8	1.2	1.0	0.9	0.6	0.6	0.7
Black	1.6	1.7	1.7	1.6	1.7	1.5	1.4	1.6	1.7
Hispanic	2.1	2.6	1.8	1.4	1.4	2.1	2.3	1.5	1.5
Asian/Pacific Islander	2.1	2.6	1.8	3.0	3.5	3.7	3.2	1.9	3.3
American Indian/Alaskan Native	4.6	3.4	3.1	3.7	4.2	4.7	—	5.3	5.4

— Not available.

SOURCE: U.S. Department of Education, NCES. *NAEP 1998 Reading, A Report Card for the Nation and the States* (NCES 1999–500), 1999.

Table S13-2 Standard errors for the percentage of students scoring at or above each achievement level in reading, by grade: 1992, 1994, and 1998

Achievement level	Grade 4			Grade 8			Grade 12		
	1992	1994	1998	1992	1994	1998	1992	1994	1998
Below basic	1.1	1.0	0.9	1.0	0.9	0.9	0.6	0.7	0.9
At or above basic	1.1	1.0	0.9	1.0	0.9	0.9	0.6	0.7	0.9
At or above proficient	1.2	1.1	0.9	1.1	0.9	0.9	0.8	1.0	0.9
At or above advanced	0.6	0.7	0.5	0.3	0.3	0.4	0.3	0.5	0.4

SOURCE: U.S. Department of Education, NCES. *NAEP 1998 Reading, A Report Card for the Nation and the States* (NCES 1999–500), 1999.

Writing Performance of Students in Grades 4, 8, and 12

Table S14-1 Standard errors for the percentage of students scoring within each of the NAEP writing assessment achievement levels, by grade and selected student characteristics: 1998

Student characteristic	Achievement level			
	Below basic	Basic	Proficient	Advanced
Grade 4	0.4	0.6	0.7	0.2
Sex				
Male	0.6	0.7	0.8	0.2
Female	0.5	0.8	0.9	0.3
Race-ethnicity				
White	0.4	0.8	1.0	0.2
Black	1.1	1.3	0.9	0.1
Hispanic	1.5	1.2	1.0	0.1
Asian/Pacific Islander	1.5	2.2	3.3	1.6
American Indian/Alaskan Native	2.3	2.5	1.7	0.4
Grade 8	0.5	0.5	0.7	0.1
Sex				
Male	0.8	0.7	0.8	0.1
Female	0.3	0.8	0.8	0.2
Race-ethnicity				
White	0.5	0.8	0.9	0.1
Black	1.4	1.3	0.7	—
Hispanic	1.3	1.0	0.9	0.1
Asian/Pacific Islander	2.3	2.3	3.2	1.1
American Indian/Alaskan Native	4.5	4.8	2.6	—
Grade 12	0.7	0.7	0.7	0.1
Sex				
Male	0.9	1.0	0.7	0.1
Female	0.6	0.7	0.8	0.2
Race-ethnicity				
White	0.8	0.9	0.9	0.2
Black	1.7	1.3	1.0	—
Hispanic	1.5	1.7	1.0	0.1
Asian/Pacific Islander	2.9	2.4	3.3	0.6
American Indian/Alaskan Native	3.9	4.3	4.3	—

— Not available.

SOURCE: U.S. Department of Education, NCES. *NAEP 1998 Writing: A Report Card for the Nation and the States* (NCES 1999-462), 1999.

Writing Performance of Students in Grades 4, 8, and 12

Table S14-2 Standard errors for the percentage and average writing scale scores of students who reported the occurrence of various school and home factors, by grade and frequency of reports: 1998

Frequency	Percentage of students			Average scale score		
	Grade 4	Grade 8	Grade 12	Grade 4	Grade 8	Grade 12
Teachers talk to students about what they are writing						
Always	0.5	0.7	0.4	1.1	0.6	0.7
Sometimes	0.5	0.5	0.4	0.7	0.8	0.8
Never	0.4	0.4	0.2	1.1	1.4	1.5
Teachers ask students to write more than one draft of a paper						
Always	0.5	0.9	0.8	1.1	0.7	0.7
Sometimes	0.6	0.6	0.5	0.7	0.8	0.9
Never	0.5	0.5	0.4	0.9	1.5	1.4
Students discuss their studies with someone at home						
At least once a week	0.4	0.6	0.5	0.7	0.6	0.7
Once/twice a month	0.2	0.3	0.3	1.3	1.2	1.3
Never/hardly ever	0.4	0.5	0.4	0.8	0.8	1.0

SOURCE: U.S. Department of Education, NCES. *NAEP 1998 Writing: A Report Card for the Nation and the States* (NCES 1999-462), 1999.

Mathematics Performance of Students in Grades 4, 8, and 12

Table S15-1 Standard errors for the percentage of students scoring at or above each achievement level in mathematics, by grade: 1990, 1992, and 1996

Achievement level	Grade 4			Grade 8			Grade 12		
	1990	1992	1996	1990	1992	1996	1990	1992	1996
Below basic	1.4	1.0	1.2	1.4	1.1	1.1	1.6	1.1	1.3
At or above basic	1.4	1.0	1.2	1.4	1.1	1.1	1.6	1.1	1.3
At or above proficient	1.2	1.0	0.9	1.1	1.0	1.1	0.9	0.8	1.1
At or above advanced	0.4	0.3	0.3	0.3	0.4	0.5	0.3	0.3	0.3

SOURCE: U.S. Department of Education, NCES. *NAEP 1996 Mathematics Report Card for the Nation and the States* (NCES 97-488), 1997.

Mathematics Performance of Students in Grades 4, 8, and 12

Table S15-2 Standard errors for the average mathematics performance (scale score), by grade and selected student characteristics: 1990, 1992, and 1996

Student characteristic	Grade 4			Grade 8			Grade 12		
	1990	1992	1996	1990	1992	1996	1990	1992	1996
Total	0.9	0.7	0.9	1.3	0.9	1.1	1.1	0.9	1.0
Sex									
Male	1.2	0.8	1.1	1.6	1.1	1.4	1.4	1.1	1.1
Female	1.1	1.0	1.0	1.3	1.0	1.1	1.3	1.0	1.1
Race-ethnicity									
White	1.1	0.9	0.9	1.4	1.0	1.2	1.2	0.9	1.0
Black	1.8	1.3	2.3	2.7	1.3	2.0	1.9	1.7	2.2
Hispanic	2.0	1.4	2.1	2.8	1.2	2.0	2.8	1.7	1.8
Asian/Pacific Islander	3.5	2.3	4.1	4.8	5.4	3.9	5.2	3.5	4.8
American Indian/Alaskan Native	3.9	3.1	2.3	9.4	2.8	3.0	—	—	8.9

— Not available.

SOURCE: U.S. Department of Education, NCES. *NAEP 1996 Mathematics Report Card for the Nation and the States* (NCES 1997-488), 1997.

High Performance in Mathematics and Science

Table S16-1 Standard errors for the percentage of 17-year-old students scoring at or above 300 on the NAEP mathematics and science assessments, by sex: 1977-96

Sex	1977	1978	1982	1986	1990	1992	1994	1996
Mathematics								
Total	—	1.1	1.3	1.4	1.4	1.3	1.4	1.7
Male	—	1.2	1.5	1.8	1.4	1.8	2.1	1.8
Female	—	1.3	1.4	1.7	1.8	1.6	1.4	2.2
Science								
Total	0.9	—	0.9	1.4	1.3	1.5	1.3	1.3
Male	1.1	—	1.2	2.1	1.6	2.0	1.8	1.5
Female	1.0	—	1.2	1.5	1.7	1.7	1.8	1.7

— Not available.

SOURCE: U.S. Department of Education, NCES. *National Assessment of Educational Progress, NAEP 1996 Trends in Academic Progress* (NCES 2000-499), 2000 (forthcoming).

Trends in the Achievement Gap in Reading Between White and Black Students

Table S17-1 Standard errors for the average reading achievement scale scores, by age, race-ethnicity, and difference: 1971–96

Race-ethnicity	1971	1975	1980	1984	1988	1990	1992	1994	1996
Age 9									
White	0.9	0.7	0.8	0.9	1.4	1.3	1.0	1.3	1.2
Black	1.7	1.2	1.8	1.4	2.4	2.9	2.2	2.3	2.7
Difference	1.9	1.4	1.9	1.3	2.8	3.2	2.4	2.6	2.9
Age 13									
White	0.7	0.7	0.7	0.6	1.1	0.9	1.2	1.1	1.0
Black	1.2	1.2	1.5	1.2	2.4	2.2	2.3	2.4	2.6
Difference	1.4	1.4	1.6	1.1	2.6	2.4	2.7	2.7	2.8
Age 17									
White	1.0	0.6	0.9	0.9	1.2	1.2	1.4	1.5	1.2
Black	1.7	2.0	1.8	1.2	2.4	2.3	2.1	3.9	2.7
Difference	2.0	2.1	2.0	1.3	2.7	2.6	2.5	4.2	3.0

SOURCE: U.S. Department of Education, NCES. *NAEP 1996 Trends in Academic Progress*, (NCES 2000–499), 2000 (forthcoming).

International Comparisons of Student Performance in Mathematics

Table S18-1 Standard errors for the average mathematics performance (scale score) of students in grades 4, 8, and in their final year of secondary school, by sex and country: 1995

Country	Grade 4			Grade 8			Final year of secondary school		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
International average	0.7	0.8	0.8	0.6	0.8	0.7	1.2	1.5	1.6
Australia	3.1	3.5	3.7	4.0	5.1	4.6	9.3	10.3	9.3
Austria	3.1	3.6	3.6	3.0	3.2	4.5	5.3	7.2	5.5
Belgium (Flemish)	—	—	—	5.7	8.8	7.4	—	—	—
Belgium (French)	—	—	—	3.4	4.7	3.7	—	—	—
Bulgaria	—	—	—	6.3	—	—	—	—	—
Canada	3.3	3.4	3.9	2.4	3.2	2.7	2.8	3.8	3.5
Colombia	—	—	—	3.4	6.9	3.6	—	—	—
Cyprus	3.1	3.5	3.3	1.9	2.8	2.5	2.5	4.9	3.7
Czech Republic	3.3	3.4	3.6	4.9	4.5	6.3	12.3	11.3	16.8
Denmark	—	—	—	2.8	3.2	3.4	3.3	4.0	4.0
England	3.2	3.4	4.4	2.6	5.1	3.5	—	—	—
France	—	—	—	2.9	3.1	3.8	5.1	5.6	5.3
Germany	—	—	—	4.5	5.1	5.0	5.9	8.8	8.8
Greece	4.4	5.0	4.5	3.1	3.7	3.1	—	—	—
Hong Kong	4.3	4.7	4.2	6.5	7.7	7.7	—	—	—
Hungary	3.7	4.2	3.9	3.2	3.6	3.6	3.2	4.9	4.8
Iceland	2.7	3.3	3.0	4.5	5.5	5.6	2.0	3.4	2.2
Iran, Islamic Republic	4.0	6.0	5.0	2.2	2.9	3.3	—	—	—
Ireland	3.4	3.9	4.3	5.1	7.2	6.0	—	—	—
Israel	3.5	4.4	4.1	6.2	6.6	6.9	—	—	—
Italy	—	—	—	—	—	—	5.5	7.4	6.0
Japan	2.1	2.5	2.2	1.9	2.6	2.1	—	—	—
Korea	2.1	2.5	2.6	2.4	3.2	3.4	—	—	—
Kuwait	2.8	—	—	2.5	—	—	—	—	—
Latvia (LSS)	4.8	5.5	5.2	3.1	3.8	3.5	—	—	—
Lithuania	—	—	—	3.5	4.0	4.1	6.1	7.3	7.7
Netherlands	3.4	3.8	3.4	6.7	7.8	6.4	4.7	5.6	5.9
New Zealand	4.3	3.7	4.3	4.5	5.9	5.3	4.5	4.9	6.2
Norway	3.0	3.5	3.6	2.2	2.8	2.7	4.1	5.3	4.8
Portugal	3.5	3.8	3.7	2.5	2.8	2.7	—	—	—
Romania	—	—	—	4.0	4.8	4.0	—	—	—
Russian Federation	—	—	—	5.3	6.3	5.0	6.2	6.5	6.6
Scotland	3.9	4.3	3.8	5.5	6.6	5.2	—	—	—
Singapore	5.3	5.5	6.4	4.9	6.3	5.4	—	—	—
Slovak Republic	—	—	—	3.3	3.7	3.6	—	—	—
Slovenia	3.2	3.4	4.0	3.1	3.8	3.3	8.3	12.7	8.0
South Africa	—	—	—	4.4	6.3	4.1	8.3	9.3	10.8
Spain	—	—	—	2.0	2.5	2.6	—	—	—
Sweden	—	—	—	3.0	3.6	3.1	4.3	5.9	3.9
Switzerland	—	—	—	2.8	3.5	3.1	5.8	6.4	7.4
Thailand	4.7	5.8	4.2	5.7	5.6	7.0	—	—	—
United States	3.0	3.1	3.3	4.6	5.2	4.5	3.2	4.1	3.6

— Not available.

SOURCE: U.S. Department of Education, NCES. *Pursuing Excellence: A Study of U.S. Fourth-Grade Mathematics and Science Achievement in International Context* (NCES 97-255), 1997; U.S. Department of Education, NCES. *Pursuing Excellence: A Study of U.S. Eighth-Grade Mathematics and Science Teaching, Learning, Curriculum, and Achievement in International Context* (NCES 97-178), 1996; U.S. Department of Education, NCES. *Pursuing Excellence: A Study of U.S. Twelfth-Grade Mathematics and Science Achievement in International Context* (NCES 98-049), 1998.

Physics and Advanced Mathematics Performance

Table S19-1 Standard errors for the average physics and advanced mathematics scale scores in the final year of secondary school, by sex and country: 1995

Country	Physics			Advanced mathematics		
	Total	Male	Female	Total	Male	Female
International average	2.2	2.4	2.6	1.7	2.0	2.2
Australia	6.2	6.7	8.4	11.6	11.4	15.1
Austria	6.4	8.1	7.4	7.2	7.3	8.6
Canada	3.3	6.0	6.3	4.3	6.4	4.4
Cyprus	5.8	8.9	7.1	4.3	4.4	6.4
Czech Republic	6.2	8.8	3.9	11.2	13.0	8.9
Denmark	4.2	5.2	8.1	3.4	4.4	4.6
France	3.8	4.2	5.6	3.9	5.1	5.1
Germany	11.9	14.3	9.1	5.6	6.5	6.6
Greece	5.6	6.1	8.1	6.0	6.6	10.2
Italy	—	—	—	9.6	10.6	14.1
Latvia	21.5	19.0	22.6	—	—	—
Lithuania	—	—	—	2.6	3.7	5.6
Norway	6.5	6.3	9.3	—	—	—
Russian Federation	11.6	9.9	15.3	9.2	9.7	10.2
Slovenia	15.5	16.3	18.7	9.2	11.5	11.0
Sweden	3.9	5.1	5.3	4.4	5.9	5.2
Switzerland	3.5	5.2	3.6	5.0	5.6	5.7
United States	3.3	4.3	3.1	5.9	7.8	7.1

— Not available.

SOURCE: International Association for the Evaluation of Educational Achievement, TIMSS International Study Center, *Achievement in the Final Year of Secondary School: IEA's Third International Mathematics and Science Study*, 1998.

Civics Performance of Students

Table S20-1 Standard errors for the percentage distribution of students according to civics achievement level, by grade and selected student characteristics: 1998

Student characteristic	Achievement level			
	Below Basic	Basic	Proficient	Advanced
Grade 4				
Total	1.0	0.8	0.9	0.3
Sex				
Male	1.2	1.3	1.2	0.4
Female	1.0	1.0	1.1	0.4
Race-ethnicity				
White	1.1	1.0	1.2	0.5
Black	1.8	2.3	1.2	0.3
Hispanic	2.2	1.9	0.9	—
Asian/Pacific Islander	3.5	5.8	4.8	1.3
American Indian/Alaskan Native	4.0	4.6	3.9	—
Grade 8				
Total	0.9	0.7	0.8	0.2
Sex				
Male	1.1	1.1	1.0	0.3
Female	1.2	1.0	1.1	0.3
Race-ethnicity				
White	1.0	1.0	1.0	0.3
Black	1.7	1.6	1.0	—
Hispanic	2.2	2.3	0.8	0.2
Asian/Pacific Islander	5.8	4.1	4.1	1.1
American Indian/Alaskan Native	5.7	4.3	3.8	—
Grade 12				
Total	0.9	0.7	0.8	0.4
Sex				
Male	1.2	1.0	1.0	0.6
Female	1.2	1.0	1.2	0.4
Race-ethnicity				
White	1.1	0.8	1.1	0.6
Black	2.3	2.1	1.2	0.3
Hispanic	1.9	2.3	1.3	0.4
Asian/Pacific Islander	3.8	4.0	4.8	2.1
American Indian/Alaskan Native	8.8	8.2	4.1	—

— Standard error estimate cannot be accurately determined due to small sample size.

SOURCE: U.S. Department of Education, NCES. *NAEP 1998 Civics Report Card for the Nation: Findings from the National Assessment of Educational Progress* (NCES 2000-457), 1999.

Civic Activities of Students: News Attentiveness

Table S21-1 Standard errors for the percentage of students in grades 6–12 who reported reading, watching or listening to, and/or discussing the news with their parents almost daily, by sex, race-ethnicity, and coursetaking: 1998

Type of civic activity and coursetaking	Total	Sex		Race-ethnicity			
		Male	Female	White	Black	Hispanic	Other
All students in grades 6–12							
Read national news stories	0.4	0.5	0.5	0.5	0.9	0.8	1.5
Watch/listen to national news	0.6	0.8	0.8	0.7	1.5	1.4	2.4
Discuss national news with parents	0.3	0.4	0.4	0.3	0.8	0.8	1.3
Any of the above	0.6	0.8	0.8	0.7	1.5	1.4	2.4
Students who took a course							
Read national news stories	0.5	0.7	0.6	0.6	1.2	1.1	1.9
Watch/listen to national news	0.7	0.9	0.9	0.8	1.7	1.7	2.8
Discuss national news with parents	0.4	0.5	0.5	0.4	1.0	1.0	1.5
Any of the above	0.7	0.9	1.0	0.8	1.7	1.7	2.9
Students who did not take a course							
Read national news stories	0.5	0.8	0.7	0.6	1.3	1.2	2.5
Watch/listen to national news	1.0	1.4	1.4	1.3	2.8	2.2	4.5
Discuss national news with parents	0.5	0.6	0.7	0.5	1.4	1.1	2.4
Any of the above	1.0	1.4	1.5	1.3	2.9	2.2	4.5

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Youth Interview Component).

Voting Participation

Table S22-1 Standard errors for the voting rates and ratios of voting rates for the population ages 25–44, by highest level of educational attainment and type of election: Selected years 1964–98

Type of election and year	Highest level of educational attainment				
	Total	1–3 years of high school	High school diploma or GED	Some college	Bachelor's degree or higher
Voting rates					
Congressional elections					
1974	0.3	0.8	0.5	0.8	0.8
1990	0.3	0.8	0.5	0.7	0.6
1994	0.3	0.7	0.5	0.6	0.6
1998	0.3	0.7	0.5	0.6	0.6
Presidential elections					
1964	0.7	1.3	0.9	1.4	1.2
1976	0.3	0.9	0.5	0.8	0.6
1988	0.3	1.1	0.6	0.7	0.6
1992	0.3	0.9	0.5	0.5	0.5
1996	0.3	0.9	0.5	0.6	0.6
Ratio of voting rate to that of high school graduates					
Congressional elections					
1974	—	0.02	—	0.03	0.03
1990	—	0.02	—	0.03	0.03
1994	—	0.02	—	0.03	0.03
1998	—	0.03	—	0.03	0.04
Presidential elections					
1964	—	0.02	—	0.02	0.02
1976	—	0.02	—	0.02	0.02
1988	—	0.02	—	0.02	0.02
1992	—	0.02	—	0.02	0.02
1996	—	0.02	—	0.02	0.03

— Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census. *Current Population Reports, "Voting and Registration in the Election of November (various years),"* series P-20, Nos. 143, 293, 322, 440, 453, 466, PPL-25, P20-504, and P25-1132.

Voting Participation

Table S22-2 Standard errors for the percentage of 18- to 24-year-olds who reported voting and being registered to vote, by sex, race-ethnicity, and enrollment status: November 1998

Enrollment status	Total	Sex		Race-ethnicity		
		Male	Female	White	Black	Hispanic
Reported voting						
Total	0.5	0.6	0.7	0.6	1.2	1.3
Enrolled in high school	1.4	1.8	2.3	2.0	2.6	2.8
Enrolled in college	0.8	1.2	1.2	1.0	2.3	3.1
Full time	0.9	1.3	1.3	1.0	2.5	3.8
Part time	2.2	3.1	3.0	2.7	5.7	4.4
Not enrolled in school	0.6	0.8	0.8	0.7	1.5	1.5
18–20 years old	0.9	1.2	1.2	1.1	2.0	1.7
21–24 years old	0.7	1.1	1.1	0.9	2.0	2.1
Reported being registered to vote						
Total	0.6	0.8	0.8	0.7	1.5	1.8
Enrolled in high school	1.9	2.4	3.0	2.6	3.9	4.5
Enrolled in college	1.0	1.4	1.3	1.1	2.9	3.6
Full time	1.1	1.5	1.5	1.2	3.1	4.2
Part time	2.4	3.5	3.4	2.9	6.9	6.7
Not enrolled in school	0.8	1.1	1.1	0.9	2.0	2.2
18–20 years old	1.3	1.7	1.9	1.6	3.1	3.0
21–24 years old	1.0	1.4	1.3	1.1	2.5	2.9

SOURCE: U.S. Department of Commerce, Bureau of the Census. *Current Population Reports*, unpublished tabulations from the *Voting and Registration Supplement*, 1998.

Annual Earnings of Young Adults

Table S23-1 Standard errors for the median annual earnings (in constant 1999 dollars) of all wage and salary workers ages 25–34, by sex and educational attainment: 1970–98

Year	Male				Female			
	Grades 9–11	High school	Some college	Bachelor's or higher	Grades 9–11	High school	Some college	Bachelor's or higher
1970	\$705	\$360	\$648	\$751	\$601	\$453	\$1,197	\$951
1971	555	410	705	711	633	491	1,059	847
1972	768	355	651	662	796	489	877	712
1973	752	383	625	632	719	382	749	651
1974	710	363	509	588	667	375	636	611
1975	786	377	542	631	436	397	579	503
1976	680	363	591	583	665	380	583	538
1977	833	403	620	617	756	369	511	543
1978	817	590	658	510	350	314	553	547
1979	727	473	485	482	646	344	453	362
1980	610	336	455	564	674	309	450	388
1981	576	348	451	479	478	286	352	514
1982	573	340	506	428	603	309	339	478
1983	562	343	553	483	592	304	389	365
1984	516	822	549	761	595	268	344	362
1985	433	330	416	407	568	245	358	464
1986	502	357	475	473	566	229	510	486
1987	632	417	433	585	570	233	464	425
1988	662	371	457	885	498	233	479	364
1989	657	266	507	674	715	233	391	338
1990	632	326	585	645	601	213	341	517
1991	708	305	585	392	689	234	363	496
1992	665	354	509	385	516	329	344	411
1993	684	267	452	424	441	360	316	412
1994	605	277	528	578	639	340	343	337
1995	474	294	542	982	407	421	350	349
1996	462	341	331	504	593	346	385	305
1997	541	420	340	438	773	327	385	574
1998	590	310	660	785	570	352	406	384

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys.

Annual Earnings of Young Adults

Table S23-2 Standard errors for the ratio of median annual earnings of all wage and salary workers ages 25–34 whose highest education level was grades 9–11, some college, or a bachelor's degree or higher, compared with those with a high school diploma or GED, by sex: 1970–98

Year	Grades 9–11		Some college		Bachelor's degree or higher	
	Male	Female	Male	Female	Male	Female
1970	0.02	0.04	0.02	0.09	0.02	0.09
1971	0.02	0.05	0.02	0.08	0.02	0.08
1972	0.02	0.05	0.02	0.07	0.02	0.07
1973	0.02	0.05	0.02	0.06	0.02	0.06
1974	0.02	0.05	0.02	0.05	0.02	0.06
1975	0.03	0.03	0.02	0.05	0.02	0.06
1976	0.02	0.04	0.02	0.05	0.02	0.05
1977	0.03	0.05	0.02	0.04	0.02	0.05
1978	0.03	0.02	0.03	0.04	0.03	0.05
1979	0.02	0.04	0.02	0.04	0.02	0.04
1980	0.02	0.04	0.02	0.04	0.02	0.04
1981	0.02	0.03	0.02	0.03	0.02	0.04
1982	0.02	0.04	0.02	0.03	0.02	0.05
1983	0.02	0.04	0.02	0.04	0.02	0.04
1984	0.03	0.04	0.04	0.03	0.05	0.04
1985	0.02	0.04	0.02	0.03	0.02	0.04
1986	0.02	0.04	0.02	0.04	0.03	0.04
1987	0.03	0.04	0.02	0.03	0.03	0.04
1988	0.03	0.03	0.02	0.04	0.04	0.03
1989	0.03	0.05	0.02	0.03	0.03	0.04
1990	0.03	0.04	0.03	0.03	0.03	0.04
1991	0.03	0.05	0.03	0.03	0.02	0.04
1992	0.03	0.04	0.03	0.04	0.03	0.05
1993	0.03	0.03	0.02	0.04	0.03	0.06
1994	0.03	0.04	0.03	0.03	0.03	0.05
1995	0.02	0.03	0.03	0.04	0.05	0.06
1996	0.02	0.04	0.02	0.04	0.03	0.05
1997	0.02	0.05	0.02	0.04	0.03	0.05
1998	0.02	0.04	0.03	0.04	0.04	0.05

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys.

Annual Earnings of Young Adults

Table S23-3 Standard errors for the ratio of median annual earnings of all male to all female wage and salary workers ages 25–34, by educational attainment: 1970–98

Year	Grades 9–11	High school completer	Some college	Bachelor's degree or higher
1970	0.25	0.08	0.15	0.06
1971	0.21	0.08	0.14	0.05
1972	0.25	0.08	0.10	0.05
1973	0.21	0.07	0.08	0.04
1974	0.23	0.06	0.07	0.04
1975	0.14	0.06	0.06	0.04
1976	0.20	0.05	0.07	0.04
1977	0.21	0.05	0.05	0.04
1978	0.16	0.06	0.07	0.04
1979	0.14	0.05	0.05	0.03
1980	0.16	0.04	0.04	0.03
1981	0.13	0.04	0.04	0.04
1982	0.13	0.04	0.04	0.03
1983	0.12	0.04	0.04	0.03
1984	0.14	0.06	0.04	0.04
1985	0.11	0.03	0.04	0.03
1986	0.11	0.03	0.05	0.03
1987	0.11	0.03	0.04	0.03
1988	0.14	0.03	0.04	0.03
1989	0.16	0.03	0.04	0.03
1990	0.16	0.03	0.04	0.03
1991	0.14	0.03	0.04	0.03
1992	0.09	0.04	0.03	0.02
1993	0.12	0.04	0.03	0.02
1994	0.14	0.04	0.04	0.02
1995	0.10	0.05	0.04	0.04
1996	0.12	0.04	0.03	0.02
1997	0.15	0.04	0.03	0.03
1998	0.11	0.04	0.04	0.03

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, 1970–98.

Educational Plans

Table S24-1 Standard errors for the percentage distribution of high school seniors according to reported plans for postsecondary education, by sex and program type: 1980, 1990, and 1997

Postsecondary plans	1980			1990			1997		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Attend a technical/vocational school									
Definitely will	0.4	0.5	0.5	0.4	0.5	0.5	0.4	0.5	0.5
Probably will	0.6	0.7	0.6	0.5	0.6	0.6	0.5	0.7	0.6
Definitely/probably won't	0.7	0.8	0.8	0.6	0.8	0.7	0.6	0.8	0.7
Graduate from a 2-year college program									
Definitely will	0.5	0.5	0.6	0.6	0.6	0.7	0.6	0.6	0.7
Probably will	0.6	0.7	0.7	0.6	0.7	0.8	0.6	0.7	0.7
Definitely/probably won't	0.7	0.8	0.8	0.7	0.8	0.9	0.7	0.9	0.9
Graduate from a 4-year college program									
Definitely will	0.7	0.8	0.8	0.8	0.9	0.9	0.8	0.9	0.9
Probably will	0.6	0.7	0.7	0.6	0.8	0.7	0.6	0.8	0.7
Definitely/probably won't	0.7	0.9	0.9	0.7	0.8	0.8	0.6	0.8	0.7
Attend graduate or professional school after college									
Definitely will	0.5	0.6	0.5	0.5	0.6	0.6	0.6	0.7	0.8
Probably will	0.6	0.8	0.7	0.7	0.8	0.8	0.7	0.9	0.9
Definitely/probably won't	0.7	0.8	0.8	0.7	0.9	0.9	0.8	0.9	0.9

SOURCE: U.S. Department of Education, NCES. *Trends in the Educational Equity for Girls and Women* (NCES 2000-030), 2000, (1980 and 1990 data); University of Michigan, Institute for Social Research, *Monitoring the Future Study* (1997 data).

Attitudes About Mathematics

Table S25-1 Standard errors for the percentage of students who agreed with statements about mathematics, by grade level and sex: 1990, 1992, and 1996

Statement and year	Grade 4			Grade 8			Grade 12		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
I like mathematics									
1990	1.0	1.3	1.3	1.6	1.8	2.1	1.4	1.7	1.8
1992	0.8	1.0	1.0	0.9	1.0	1.2	0.9	1.0	1.2
1996	0.9	1.2	1.1	1.1	1.2	1.5	0.8	1.1	1.0
I am good at mathematics									
1990	1.0	1.2	1.6	1.3	1.6	1.9	1.1	1.4	1.5
1992	0.8	0.9	1.1	0.7	1.0	1.1	0.7	0.8	0.9
1996	0.8	1.1	1.0	1.0	1.1	1.3	0.8	1.2	0.9

SOURCE: U.S. Department of Education, NCES. National Assessment of Educational Progress (NAEP), 1990, 1992, and 1996.

First-time Kindergartners' Approaches to Learning

Table S26-1 Standard errors for the percentage distribution of first-time kindergartners according to the frequency with which teachers reported they persist at tasks, are eager to learn new things, and pay attention well, by child and family characteristics: Fall 1998

Characteristic	Persist at tasks		Eager to learn		Attentive	
	Never/ sometimes	Often/ very often/	Never/ sometimes	Often/ very often	Never/ sometimes	Often/ very often
Total	0.6	0.6	0.5	0.5	0.6	0.6
Sex						
Male	0.8	0.8	0.7	0.7	0.8	0.8
Female	0.7	0.7	0.6	0.6	0.6	0.6
Mother's highest education level						
Less than high school	1.4	1.4	1.1	1.1	1.1	1.1
High school diploma or equivalent	1.0	1.0	1.0	1.0	1.0	1.0
Some college, including vocational/technical	0.7	0.7	0.6	0.6	0.8	0.8
Bachelor's degree or higher	0.9	0.9	0.7	0.7	0.9	0.9
Child's race-ethnicity						
White	0.7	0.7	0.7	0.7	0.7	0.7
Black	1.4	1.4	1.3	1.3	1.4	1.4
Asian	1.9	1.9	1.9	1.9	2.3	2.3
Hispanic	1.2	1.2	1.0	1.0	0.9	0.9

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study,* Kindergarten Class of 1998–99; Fall 1998.

Credits Earned in High School

Table S27-1 Standard errors for the average number of total and academic credits earned in high school, by race-ethnicity: Selected years 1982–98

Year	Total credits earned				Total academic credits earned			
	Total	White	Black	Hispanic	Total	White	Black	Hispanic
1982	0.09	0.10	0.17	0.14	0.09	0.10	0.20	0.13
1987	0.16	0.18	0.25	0.16	0.15	0.17	0.26	0.17
1990	0.12	0.12	0.24	0.19	0.11	0.12	0.19	0.22
1992	0.09	0.10	0.31	0.23	0.09	0.09	0.36	0.30
1994	0.14	0.17	0.13	0.12	0.09	0.10	0.13	0.13
1998	0.17	0.17	0.26	0.25	0.13	0.14	0.23	0.20

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores,*Second Follow-up* (HS&B: 1980/1984); National Education Longitudinal Study of 1988 Eighth Graders,* High School Transcript Study* (NELS:1992); and 1987, 1990, 1994, and 1998 National Assessment of Educational Progress (NAEP) High School Transcript Studies.

Event Dropout Rates, by Urbanicity

Table S28-1 Standard errors for the event dropout rates for 15- to 24-year-olds in grades 10–12, by urbanicity: 1990–98

Year	Total	Urbanicity		
		Urban	Suburban	Rural
1990	0.4	0.8	0.5	0.7
1991	0.3	0.7	0.4	0.7
1992	0.4	0.7	0.5	1.0
1993	0.4	0.7	0.4	0.7
1994	—	—	—	—
1995	—	—	—	—
1996	0.3	0.7	0.4	0.6
1997	0.3	0.6	0.4	0.6
1998	0.3	0.7	0.4	0.7

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Survey, various years, special tabulations.

Later Completions by Dropouts

Table S29-1 Standard errors for the percentage distribution of 1980 and 1990 sophomores and dropouts according to completion status and percentage completing within 2 years of scheduled graduation, by mathematics achievement

Mathematics achievement	Status in August following scheduled high school graduation			Status of August dropouts in spring 2 years following scheduled graduation			Total completed spring 2 years following scheduled graduation	
	Completed	Still enrolled	Drop-out	Graduated	Alternative credential	Enrolled in high school		Still drop-out
1990 sophomore cohort								
Total	0.5	0.4	0.4	3.6	1.4	2.9	3.2	0.4
Mathematics achievement in 10 th grade								
Lowest quartile	1.2	1.0	0.9	3.7	1.6	3.5	3.9	1.1
Above lowest quartile	0.4	0.3	0.3	6.8	2.8	5.0	5.3	0.3
1980 sophomore cohort								
Total	0.6	0.4	0.4	1.2	1.2	1.7	2.1	0.5
Mathematics achievement in 10 th grade								
Lowest quartile	1.0	0.7	0.9	1.5	1.3	2.2	2.6	1.0
Above lowest quartile	0.4	0.4	0.2	1.7	2.3	1.7	3.0	0.3

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Second Follow-up" (HS&B: 1980/1984), and National Education Longitudinal Study of 1988 Eighth Graders, "Third Follow-up" (NELS: 1988/1994).

Who Is Prepared for College

Table S30-1 Standard errors for the percentage of 1992 high school graduates qualified for admission at a 4-year institution, by level of qualification and family income

College qualified	Family income		
	Less than \$25,000	\$25,000–74,999	\$75,000 or more
Total	1.3	1.0	1.5
Minimally qualified	1.0	0.7	1.1
Somewhat qualified	0.8	0.7	1.4
Highly qualified	0.9	0.9	1.6
Very highly qualified	0.6	0.7	2.0

SOURCE: U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 Eighth Graders, "Third Follow-up" (NELS:1988/1994).

Table S30-2 Standard errors for the percentage distribution of 1992 high school graduates according to level of qualification for admission to a 4-year institution, by race-ethnicity

	Marginally or unqualified	College qualified				
		Total	Minimally	Somewhat	Highly	Very highly
Total	0.8	0.8	0.5	0.5	0.6	0.6
White	0.9	0.9	0.6	0.6	0.7	0.7
Black	2.2	2.2	1.6	1.6	1.2	1.2
Hispanic	1.9	1.9	1.6	1.3	1.2	1.2
Asian/Pacific Islander	3.2	3.2	2.1	1.6	2.0	2.3
American Indian/Alaskan Native	5.3	5.3	5.4	5.4	1.8	0.8

SOURCE: U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 Eighth Graders, "Third Follow-up" (NELS:1988/1994).

Who Enrolls in Postsecondary Education

Table S31-1 Standard errors for the percentage of college-qualified 1992 high school graduates who enrolled in postsecondary education by 1994, by type of institution and family income

	Family income		
	Less than \$25,000	\$25,000–74,999	\$75,000 or more
College-qualified			
Any 4-year	1.8	1.3	1.5
Public 2-year	1.4	1.2	1.4
Other less-than-4-year	0.7	0.5	0.4
College-qualified and took steps			
Any 4-year	1.7	1.3	1.2
Public 2-year	1.6	1.2	1.0
Other less-than-4-year	0.6	0.3	0.3

SOURCE: U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 Eighth Graders, Third Follow-up (NELS:1988/1994).

Immediate Transition to College

Table S32-1 Standard errors for the percentage of high school completers who were enrolled in college the October after completing high school, by family income and race-ethnicity: October 1972–98

October	Total	Family income			Race-ethnicity					
		Low	3-year average	Middle	High	White	Black		Hispanic	
		Annual		Annual	Annual	Annual	Annual	3-year average	Annual	3-year average
1972	1.3	3.4	(*)	1.7	2.2	1.4	4.6	(*)	9.7	(*)
1973	1.3	3.2	(*)	1.7	2.1	1.4	4.3	2.6	9.0	5.3
1974	1.3	—	—	—	—	1.4	4.6	2.6	8.9	5.1
1975	1.3	3.6	(*)	1.7	2.1	1.4	4.7	2.7	8.4	4.9
1976	1.3	4.2	2.2	1.8	2.1	1.4	4.8	2.7	8.0	4.7
1977	1.3	3.5	2.2	1.8	2.0	1.4	4.7	2.7	8.0	4.7
1978	1.3	3.7	2.1	1.7	2.1	1.4	4.5	2.7	8.4	4.7
1979	1.3	3.8	2.1	1.7	2.0	1.4	4.7	2.6	7.9	4.8
1980	1.3	3.5	2.1	1.8	2.1	1.4	4.4	2.6	8.7	4.8
1981	1.3	3.9	2.1	1.7	2.1	1.4	4.4	2.5	8.2	4.7
1982	1.4	3.8	2.3	1.8	2.1	1.5	4.3	2.6	8.0	4.9
1983	1.4	4.0	2.2	1.9	2.2	1.6	4.3	2.5	9.0	4.7
1984	1.4	3.6	2.3	1.9	2.1	1.5	4.1	2.5	7.7	4.9
1985	1.4	4.1	2.2	2.0	2.2	1.6	4.8	2.5	9.8	5.2
1986	1.4	3.6	2.2	2.0	2.3	1.6	4.4	2.7	8.9	5.2
1987	1.5	3.9	2.2	2.1	2.2	1.7	4.8	2.7	8.3	5.0
1988	1.6	4.4	2.5	2.1	2.5	1.8	4.9	3.0	10.1	6.0
1989	1.6	4.6	2.7	2.3	2.6	1.9	5.3	3.0	10.5	6.3
1990	1.6	4.8	2.6	2.1	2.5	1.8	5.1	3.0	10.8	5.7
1991	1.6	4.5	2.6	2.2	2.4	1.8	5.2	2.9	9.6	5.5
1992	1.6	4.4	2.6	2.2	2.3	1.8	4.9	3.0	8.5	5.0
1993	1.6	4.6	2.6	2.1	2.5	1.9	5.3	3.0	8.2	5.0
1994	1.4	4.0	2.3	1.9	2.2	1.6	4.4	2.5	6.3	3.2
1995	1.4	3.6	2.2	2.0	1.9	1.6	4.2	2.4	4.9	3.2
1996	1.4	3.8	2.2	1.9	2.3	1.7	4.0	2.4	5.8	3.0
1997	1.4	3.7	2.1	2.0	2.0	1.6	4.1	2.4	4.5	2.9
1998	1.4	3.6	(*)	1.9	2.2	1.6	4.0	(*)	4.9	(*)

— Not available.

* Not applicable.

SOURCE: U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys.

Immediate Transition to College

Table S32-2 Standard errors for the percentage of high school completers who were enrolled in college the October after completing high school, by parents' highest education level: October 1990–98

Parents' highest education level	1990	1991	1992	1993	1994	1995	1996	1997	1998
Total	1.6	1.6	1.6	1.6	1.4	1.4	1.4	1.4	1.4
Less than high school diploma	4.9	4.9	5.0	6.0	5.0	4.4	5.6	5.5	5.6
High school diploma or GED	2.8	3.0	3.0	2.9	3.0	2.9	2.8	3.0	2.8
Some college	3.4	3.3	3.0	3.3	2.8	2.5	2.7	2.7	2.6
Bachelor's degree or higher	2.4	2.2	2.4	2.1	2.1	1.8	2.0	1.9	2.1
Not available	5.7	5.7	5.4	5.0	4.2	4.2	4.4	4.0	4.2

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Table S32-3 Standard errors for the percentage of high school completers who were enrolled in college the October after completing high school, by sex and type of institution: October 1972–98

October	Male			Female		
	Total	2-year	4-year	Total	2-year	4-year
1972	1.9	—	—	1.8	—	—
1973	1.9	1.3	1.8	1.8	1.3	1.6
1974	1.8	1.4	1.7	1.8	1.2	1.7
1975	1.8	1.4	1.7	1.7	1.3	1.6
1976	1.9	1.3	1.8	1.8	1.4	1.7
1977	1.9	1.4	1.8	1.8	1.4	1.6
1978	1.9	1.4	1.8	1.8	1.4	1.6
1979	1.9	1.4	1.8	1.8	1.4	1.6
1980	1.9	1.4	1.7	1.8	1.5	1.7
1981	1.9	1.5	1.8	1.8	1.5	1.7
1982	2.0	1.5	1.8	1.9	1.5	1.8
1983	2.0	1.6	1.9	1.9	1.5	1.8
1984	2.0	1.5	2.0	1.9	1.6	1.8
1985	2.1	1.7	2.1	2.0	1.6	2.0
1986	2.1	1.7	2.0	2.0	1.5	1.9
1987	2.1	1.6	2.1	2.0	1.6	2.0
1988	2.2	1.9	2.2	2.2	1.9	2.2
1989	2.4	1.8	2.3	2.3	2.0	2.3
1990	2.3	1.8	2.3	2.2	1.9	2.3
1991	2.3	2.0	2.2	2.2	2.1	2.3
1992	2.2	1.9	2.2	2.2	2.0	2.3
1993	2.3	2.0	2.3	2.2	1.9	2.2
1994	2.0	1.8	2.0	2.0	1.6	2.1
1995	2.0	1.8	2.0	1.9	1.5	2.0
1996	2.1	1.8	2.1	1.9	1.8	2.1
1997	2.0	1.7	2.1	1.9	1.7	2.0
1998	2.0	1.7	2.0	1.9	1.8	2.1

— Not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys.

Enrollment of Students With Risk Factors

Table S33-1 Standard errors for the percentage of 1992 high school graduates with risk factors for low educational attainment, and percentage distribution according to type of institution first enrolled

Risk factors	Percent of all students	Type of institution first enrolled			
		4-year	Public 2-year	Other less- than-4-year	Never enrolled
Number of risk factors					
No risk factors	0.7	1.2	1.0	0.3	0.7
Any risk factors	0.7	0.9	1.0	0.5	0.9
One risk factor	0.6	1.3	1.1	0.7	0.9
Two risk factors	0.5	1.3	1.6	0.7	1.6
Three or more risk factors	0.4	1.3	2.9	1.1	2.6
Risk factors					
Changed schools two or more times from 1 st to 8 th grade	0.7	1.5	1.5	0.9	1.2
Lowest SES quartile	0.6	1.1	1.5	0.7	1.6
Average grades C's or lower from 6 th to 8 th grade	0.6	1.1	1.9	0.9	1.7
Single-parent family	0.6	1.7	2.0	0.7	1.7
One or more older siblings left high school	0.4	1.6	1.7	1.0	2.0
Held back one or more grades from 1 st to 8 th grade	0.5	1.6	2.5	0.8	2.3

SOURCE: U.S. Department of Education, NCES. National Education Longitudinal Study of 1988 Eighth Graders (NELS:1988/1994), Data Analysis System.

Enrollment of Students With Risk Factors

Table S33-2 Standard errors for the percentage of 1992 high school graduates with risk factors who enrolled in a 4-year college by 1994

Student's 10 th -grade aspirations	
Less than a bachelor's degree	0.8
Bachelor's degree or higher	1.2
High school mathematics	
Non- or low-academic	0.8
Algebra I and Geometry	1.0
Algebra II	1.8
Advanced academic	1.8
Academic preparation	
Not prepared	(*)
At least minimally prepared	1.2
Help with postsecondary application	
High school did not help	1.1
High school helped	1.4
Extracurricular activities: 1990	
None	1.5
One	1.2
2 or more	1.4
Parents' highest educational level	
High school diploma or less	1.1
Some postsecondary education	1.3
Bachelor's degree or higher	2.2
School-related discussions with parents: 1992	
Infrequent or none	1.5
Moderately frequent	1.2
Very frequent	1.8
Friends who plan to attend 4-year college	
Few to some	1.1
Most	1.4

* Percentage less than 0.05.

SOURCE: U.S. Department of Education, NCES, National Education Longitudinal Study of 1988 Eighth Graders (NELS:1988/1994), Data Analysis System.

Remediation and Degree Completion

Table S34-1 Standard errors for the percentage distribution of postsecondary education students in degree-granting institutions, by type and amount of remedial coursework and degree completion: 1980–93

Highest degree	Type and amount of remedial coursework				
	Any reading	Two or fewer courses: mathematics only	Two or more courses but no reading courses (and not two mathematics courses)	Only one course, not mathematics or reading	No courses
None	2.0	2.1	1.8	2.4	1.3
Associate's	1.5	1.1	1.5	1.3	0.5
Bachelor's or more	1.6	2.0	1.6	2.4	1.3

SOURCE: U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

Table S34-2 Standard errors for the percentage distribution of students who took any remedial reading or mathematics courses in college according to other remedial coursework taken: 1980–93

Remedial courses	Number of additional remedial courses					Any remedial mathematics	Any remedial reading
	None	One	Two	Three	Four or more		
Any remedial reading courses	1.4	2.0	1.7	1.3	1.9	1.0	—
Any remedial mathematics courses	1.3	1.1	1.0	0.6	0.8	—	1.0

— Not applicable.

SOURCE: U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

Table S34-3 Standard errors for the percentage distribution of postsecondary education students by type and amount of remedial coursework in college and types of degree-granting institutions attended: 1980–93

Institution attended	Percentage of all students	Type and amount of remedial coursework					
		Total	Two or fewer courses: Any reading	Two or more courses but no reading courses (and not mathematics only	Only one course, two mathematics not mathematics courses) or reading	No courses	
Total	—	—	0.5	0.6	0.6	0.4	0.8
4-year only	1.0	—	0.6	0.8	0.7	0.6	1.2
2-year only	0.8	—	1.2	1.0	1.2	0.9	1.5
2-year and 4-year only	0.7	—	1.1	1.4	1.6	0.9	1.6
Other combinations	0.4	—	1.8	2.1	2.1	1.3	2.5

— Not applicable.

SOURCE: U.S. Department of Education, NCES, High School and Beyond Longitudinal Study of 1980 Sophomores, "Postsecondary Education Transcript Study" (HS&B:So PETS).

Persistence Toward a Bachelor's Degree

Table S35 Standard errors for percentage of students beginning postsecondary education at 4-year institutions in 1995–96 who were enrolled at any 4-year institution 3 years later, by presence of risk factors and curriculum completed

Total	
At risk	1.7
Not at risk	1.2
Did not complete New Basics curriculum	
At risk	3.2
Not at risk	2.5
Completed only New Basics curriculum	
At risk	2.1
Not at risk	1.9
Completed more advanced mathematics/science curriculum	
At risk	3.1
Not at risk	2.2

SOURCE: U.S. Department of Education, NCES. 1996 Beginning Postsecondary Students Longitudinal Study, "First Follow-up" (BPS:1996/1998).

Sex Differences in Graduate/Professional Enrollment

Table S36 Standard errors for percentage distribution of 1992–93 bachelor's degree recipients who enrolled in a graduate or first-professional program by 1997 according to graduate field of study

Graduate field of study	Male	Female
Business and management	1.48	1.24
Education	0.97	1.41
Medicine/dentistry	0.92	0.47
Other health sciences	0.95	1.01
Law	0.92	0.75
Engineering/mathematics/computer science	1.15	0.53
Life and physical sciences	0.84	0.45
Social and behavioral sciences	0.77	0.96
Arts and humanities	0.94	0.77
Other	0.67	0.69

SOURCE: U.S. Department of Education, NCES. Baccalaureate and Beyond Longitudinal Study, "Second Follow-up" (B&B:1993/1997).

Educational Attainment

Table S38-1 Standard errors for the percentage of 25- to 29-year-olds who have completed at least high school, by race-ethnicity and sex: March 1971–99

March	All			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	0.5	0.7	0.7	0.5	0.7	0.7	2.2	3.2	2.9	2.9	4.3	3.9
1972	0.5	0.7	0.7	0.5	0.7	0.7	2.1	3.2	2.8	2.9	4.3	4.0
1973	0.5	0.7	0.7	0.5	0.7	0.7	2.0	3.0	2.7	2.6	3.8	3.5
1974	0.4	0.6	0.6	0.4	0.6	0.6	1.9	2.8	2.6	2.5	3.6	3.4
1975	0.4	0.6	0.6	0.4	0.6	0.6	1.8	2.7	2.5	2.5	3.5	3.4
1976	0.4	0.5	0.6	0.4	0.5	0.6	1.7	2.7	2.3	2.5	3.6	3.4
1977	0.4	0.5	0.6	0.4	0.5	0.6	1.7	2.4	2.3	2.5	3.6	3.4
1978	0.4	0.5	0.6	0.4	0.5	0.6	1.6	2.4	2.2	2.3	3.3	3.2
1979	0.4	0.5	0.5	0.4	0.5	0.5	1.6	2.5	2.2	2.3	3.4	3.2
1980	0.4	0.5	0.5	0.4	0.5	0.5	1.5	2.3	2.0	2.2	3.1	3.0
1981	0.4	0.5	0.5	0.3	0.5	0.5	1.5	2.1	2.0	2.1	3.0	2.9
1982	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.1	1.9	2.1	3.1	2.9
1983	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.1	1.9	2.2	3.1	3.0
1984	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.2	1.8	2.1	3.0	2.9
1985	0.4	0.5	0.5	0.4	0.5	0.5	1.4	2.0	1.9	2.1	3.1	2.9
1986	0.4	0.5	0.5	0.4	0.5	0.5	1.3	1.7	1.8	2.0	2.9	2.9
1987	0.4	0.5	0.5	0.4	0.5	0.5	1.3	1.8	1.8	2.0	2.8	2.8
1988	0.4	0.6	0.5	0.4	0.6	0.5	1.5	2.2	2.0	2.3	3.2	3.2
1989	0.4	0.6	0.5	0.4	0.6	0.5	1.4	2.2	1.9	2.2	3.1	3.2
1990	0.4	0.6	0.5	0.4	0.6	0.5	1.4	2.1	1.9	2.0	2.7	2.8
1991	0.4	0.6	0.5	0.4	0.6	0.5	1.4	1.9	1.9	2.0	2.8	2.9
1992	0.4	0.5	0.5	0.4	0.6	0.5	1.4	2.0	2.0	2.0	2.7	2.9
1993	0.4	0.6	0.5	0.4	0.6	0.5	1.4	1.9	2.0	1.9	2.6	2.8
1994	0.4	0.5	0.5	0.4	0.5	0.5	1.1	1.7	1.5	1.2	1.7	1.8
1995	0.4	0.5	0.5	0.3	0.5	0.5	1.0	1.5	1.5	1.3	1.7	1.8
1996	0.4	0.5	0.5	0.4	0.5	0.5	1.1	1.6	1.6	1.3	1.7	1.9
1997	0.4	0.5	0.5	0.3	0.5	0.5	1.1	1.7	1.4	1.2	1.7	1.8
1998	0.4	0.5	0.5	0.3	0.5	0.4	1.0	1.5	1.4	1.2	1.7	1.8
1999	0.4	0.6	0.5	0.4	0.5	0.5	1.0	1.6	1.4	1.3	1.8	1.8

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys, various years.

Educational Attainment

Table S38-2 Standard errors for the percentage of 25- to 29-year-olds who have completed at least some college, by race-ethnicity and sex: March 1971–99

March	All			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	0.7	1.0	0.9	0.7	1.0	1.0	2.6	3.9	3.6	3.8	5.8	4.9
1972	0.7	0.9	0.9	0.7	1.0	1.0	2.6	3.9	3.4	4.0	6.0	5.2
1973	0.6	0.9	0.9	0.7	1.0	1.0	2.5	3.7	3.3	3.3	5.0	4.2
1974	0.6	0.9	0.9	0.7	1.0	1.0	2.4	3.5	3.2	3.3	4.8	4.5
1975	0.6	0.9	0.9	0.7	0.9	0.9	2.3	3.5	3.1	3.3	4.9	4.4
1976	0.6	0.8	0.8	0.6	0.9	0.9	2.2	3.4	2.9	3.2	4.8	4.2
1977	0.6	0.8	0.8	0.6	0.9	0.9	2.2	3.2	3.0	3.3	4.6	4.6
1978	0.6	0.8	0.8	0.6	0.9	0.9	2.2	3.2	2.9	3.1	4.4	4.3
1979	0.6	0.8	0.8	0.6	0.9	0.9	2.1	3.2	2.9	3.1	4.6	4.1
1980	0.6	0.8	0.8	0.6	0.9	0.9	2.0	3.0	2.7	2.8	4.1	3.8
1981	0.6	0.8	0.8	0.6	0.9	0.9	2.0	2.9	2.7	2.7	3.9	3.6
1982	0.6	0.8	0.8	0.6	0.9	0.9	2.0	3.0	2.7	2.7	4.0	3.8
1983	0.6	0.8	0.8	0.6	0.9	0.9	2.0	2.9	2.7	2.9	4.1	4.0
1984	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.9	2.6	2.8	4.1	3.8
1985	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.8	2.6	2.8	4.1	3.8
1986	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.7	2.6	2.6	3.8	3.7
1987	0.6	0.8	0.8	0.6	0.9	0.9	1.9	2.7	2.6	2.6	3.7	3.7
1988	0.6	0.9	0.8	0.7	1.0	1.0	2.0	3.0	2.8	2.9	4.2	4.2
1989	0.6	0.9	0.8	0.7	1.0	1.0	2.0	3.0	2.7	2.9	4.0	4.2
1990	0.6	0.8	0.8	0.7	1.0	0.9	2.0	2.9	2.7	2.6	3.6	3.6
1991	0.6	0.8	0.8	0.7	1.0	1.0	2.0	2.8	2.7	2.6	3.6	3.8
1992	0.6	0.9	0.8	0.7	1.0	1.0	2.0	2.9	2.8	2.6	3.5	3.8
1993	0.6	0.9	0.8	0.7	1.0	1.0	2.0	2.9	2.8	2.5	3.5	3.6
1994	0.6	0.8	0.8	0.6	0.9	0.9	1.7	2.5	2.3	1.6	2.2	2.4
1995	0.6	0.8	0.8	0.6	0.9	0.9	1.6	2.4	2.3	1.7	2.3	2.4
1996	0.6	0.8	0.8	0.7	0.9	0.9	1.7	2.6	2.4	1.7	2.3	2.5
1997	0.6	0.8	0.8	0.7	0.9	0.9	1.7	2.6	2.3	1.6	2.3	2.3
1998	0.6	0.8	0.8	0.7	1.0	0.9	1.7	2.5	2.3	1.6	2.2	2.3
1999	0.6	0.8	0.8	0.7	1.0	0.9	1.7	2.6	2.2	1.6	2.4	2.3

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, various years.

Educational Attainment

Table S38-3 Standard errors for the percentage of 25- to 29-year-old high school completers with a bachelor's degree or higher, by race-ethnicity and sex: March 1971–99

March	All			White			Black			Hispanic		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
1971	0.6	0.8	0.7	0.6	0.9	0.8	1.8	2.8	2.4	2.5	4.3	2.7
1972	0.6	0.8	0.8	0.6	0.9	0.8	1.8	2.6	2.5	2.3	3.6	2.8
1973	0.5	0.8	0.7	0.6	0.9	0.8	1.8	2.5	2.4	2.2	3.4	2.9
1974	0.5	0.8	0.7	0.6	0.9	0.8	1.6	2.4	2.1	2.0	2.7	3.0
1975	0.5	0.8	0.7	0.6	0.9	0.8	1.7	2.6	2.3	2.5	3.9	3.2
1976	0.5	0.8	0.7	0.6	0.8	0.8	1.8	2.6	2.4	2.2	3.7	2.5
1977	0.5	0.8	0.7	0.6	0.9	0.8	1.7	2.4	2.3	2.1	3.0	3.0
1978	0.5	0.8	0.7	0.6	0.9	0.8	1.6	2.2	2.2	2.3	3.3	3.4
1979	0.5	0.8	0.7	0.6	0.8	0.8	1.6	2.5	2.1	2.1	3.2	2.7
1980	0.5	0.7	0.7	0.6	0.8	0.8	1.5	2.1	2.0	2.0	3.0	2.6
1981	0.5	0.7	0.7	0.5	0.8	0.7	1.4	2.1	1.9	1.8	2.8	2.3
1982	0.5	0.7	0.7	0.6	0.8	0.8	1.5	2.1	2.0	2.0	3.1	2.7
1983	0.5	0.7	0.7	0.6	0.8	0.8	1.5	2.2	2.0	2.2	3.1	3.1
1984	0.5	0.7	0.7	0.6	0.8	0.8	1.4	2.2	1.8	2.2	3.1	3.0
1985	0.5	0.7	0.7	0.6	0.8	0.8	1.4	1.9	1.9	2.1	3.2	2.9
1986	0.5	0.7	0.7	0.6	0.8	0.8	1.3	1.8	1.9	1.9	2.7	2.7
1987	0.5	0.7	0.7	0.6	0.8	0.8	1.3	1.9	1.8	1.8	2.7	2.5
1988	0.5	0.8	0.7	0.6	0.9	0.8	1.5	2.2	2.0	2.3	3.3	3.1
1989	0.5	0.8	0.7	0.6	0.9	0.9	1.5	2.2	2.0	2.2	2.9	3.2
1990	0.5	0.8	0.7	0.6	0.9	0.8	1.5	2.3	1.9	1.8	2.4	2.7
1991	0.5	0.8	0.7	0.6	0.9	0.9	1.3	2.0	1.8	2.0	2.6	3.0
1992	0.5	0.8	0.8	0.6	0.9	0.9	1.4	2.0	1.9	1.9	2.5	2.8
1993	0.5	0.8	0.8	0.6	0.9	0.9	1.5	2.1	2.1	1.7	2.3	2.6
1994	0.5	0.7	0.7	0.6	0.9	0.8	1.2	1.8	1.7	1.1	1.4	1.7
1995	0.5	0.7	0.7	0.6	0.9	0.9	1.3	1.9	1.7	1.2	1.6	1.8
1996	0.5	0.8	0.8	0.7	0.9	0.9	1.3	1.8	1.9	1.2	1.7	1.8
1997	0.6	0.8	0.8	0.7	0.9	0.9	1.3	1.8	1.8	1.2	1.7	1.9
1998	0.6	0.8	0.8	0.7	0.9	1.0	1.3	1.9	1.8	1.2	1.6	1.7
1999	0.6	0.8	0.8	0.7	1.0	1.0	1.3	1.9	1.8	1.2	1.6	1.7

SOURCE: U.S. Department of Commerce, Bureau of the Census. March Current Population Surveys, various years.

Coursetaking in Advanced Mathematics and Science

Table S39-1 Standard errors for the percentage distribution of high school graduates according to various levels of mathematics courses taken, by student and school characteristics: 1998

Student and school characteristic	No mathematics	Non-academic	Low academic	Middle academic			Advanced academic			
				Total	Level I	Level II	Total	Level I	Level II	Level III
Total	0.1	0.3	0.5	1.3	1.0	1.1	1.4	1.2	1.1	0.9
Sex										
Male	0.2	0.4	0.5	1.6	1.1	1.3	1.8	1.1	1.4	0.9
Female	0.1	0.4	0.5	1.5	1.0	1.2	1.4	1.4	1.1	1.0
Race-ethnicity										
White	0.2	0.3	0.5	1.6	1.1	1.3	1.6	1.4	1.3	0.9
Black	0.2	0.8	0.9	2.1	1.7	1.7	2.1	2.0	0.9	1.7
Hispanic	0.2	1.1	1.0	2.1	1.3	1.9	2.1	1.0	1.2	1.2
Asian/Pacific Islander	0.1	0.7	0.6	2.0	1.8	1.7	2.7	1.2	1.5	3.4
American Indian/ Alaskan Native	0.7	2.6	1.7	3.9	3.2	3.5	4.0	1.9	3.6	2.2
Met core New Basics										
Yes	0.2	0.2	0.5	1.7	0.8	1.5	1.7	1.4	1.6	1.3
No	0.2	0.7	0.8	1.5	1.6	1.1	1.8	1.4	1.1	0.6
Control of school										
Public	0.1	0.4	0.5	1.3	1.0	1.2	1.3	1.2	1.0	0.8
Private	—	0.3	0.3	6.2	3.4	4.0	6.5	3.7	5.4	4.9

— Not applicable.

SOURCE: U.S. Department of Education, NCES. 1998 National Assessment of Educational Progress (NEAP) High School Transcript Studies.

Table S39-2 Standard errors for the percentage distribution of high school graduates according to various levels of science courses taken, by student and school characteristics: 1998

Student and school characteristic	No science	Primary physical science	Secondary physical science	Biology	Chemistry I or Physics I	Chemistry I and Physics I or	Chemistry II or Physics II
Total	0.1	0.5	0.7	1.2	1.3	1.1	0.7
Sex							
Male	0.1	0.7	0.8	1.4	1.5	1.7	0.8
Female	0.1	0.4	0.6	1.3	1.3	1.1	0.7
Race-ethnicity							
White	0.1	0.6	0.6	1.4	1.4	1.2	0.8
Black	0.2	0.3	1.4	1.9	1.7	1.7	0.9
Hispanic	0.2	1.7	1.9	1.5	2.7	1.7	1.3
Asian/Pacific Islander	(*)	0.9	1.1	2.2	3.3	4.8	2.2
American Indian/ Alaskan Native	—	1.4	2.2	5.3	3.7	3.9	1.3
Met core New Basics							
Yes	0.1	0.2	0.4	1.8	1.8	1.9	1.0
No	0.2	1.1	1.2	1.4	1.3	0.9	0.6
Control of school							
Public	0.1	0.6	0.7	1.1	1.2	0.9	0.7
Private	—	0.2	0.9	5.6	6.2	8.2	2.8

— Not applicable.

* Percentage less than 0.05.

SOURCE: U.S. Department of Education, NCES. 1998 National Assessment of Educational Progress (NEAP) High School Transcript Study.

Coursetaking in Mathematics and Science

Table S40-1 Standard errors for the percentage of high school graduates who took various levels of advanced mathematics and science courses: Selected years 1982–98

Year	Mathematics					Science		
	Middle academic		Advanced academic			Chemistry I or Physics I	Chemistry I and Physics I	Chemistry II or Physics II
	Level I	Level II	Level I	Level II	Level III			
1982	0.8	0.6	0.6	0.4	0.5	0.6	0.5	0.4
1987	0.9	0.9	1.2	0.5	0.6	0.9	0.9	0.5
1990	0.7	0.8	0.9	0.7	0.5	0.9	0.7	0.6
1992	0.8	0.9	0.8	0.6	0.8	1.0	0.8	0.4
1994	0.8	0.8	1.0	0.7	0.6	0.9	0.8	0.6
1998	1.0	1.1	1.2	1.1	0.9	1.3	1.1	0.6

SOURCE: U.S. Department of Education, NCES. High School and Beyond Longitudinal Study of 1980 Sophomores, "Second Follow-up" (HS&B 1980/1984); National Education Longitudinal Study of 1988 Eighth Graders, "High School Transcript Study" (NELS:1992); and 1982, 1987, 1990, 1992, 1994, 1998 National Assessment of Educational Progress (NAEP) High School Transcript Studies.

Class Size of Kindergartens

Table S41-1 Standard errors for the average size of kindergarten classrooms and percentage distribution, by class size and selected characteristics: Fall 1998

Characteristic	Average class size	Class size	
		15 or fewer students	More than 15 students
Total	0.3	1.8	1.8
Program type			
Full-day	0.2	1.8	1.8
Part-day	0.6	3.4	3.4
Control of school			
Public	0.3	1.9	1.9
Private	0.7	3.8	3.8
Percent minority			
Less than 10	0.5	3.4	3.4
10–24	0.4	2.7	2.7
25–49	0.3	2.2	2.2
50–75	0.9	5.2	5.2
More than 75	0.6	3.4	3.4

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, "Kindergarten Class of 1998–99," Fall 1998.

Interest Areas and Centers in Kindergarten Classrooms

Table S42-1 Standard errors for the percentage of kindergarten classrooms with interest areas or centers, by selected characteristics: Fall 1998

Characteristic	Interest area or center				
	Reading	Play	Mathematics	Writing	Science
Total	0.2	0.3	0.7	0.8	1.0
Program type					
Full-day	0.3	0.4	0.9	0.9	1.2
Part-day	0.3	0.6	1.2	2.1	2.9
Control of school					
Public	0.1	0.2	0.4	3.2	1.0
Private	1.0	1.6	3.0	0.8	3.4
Percent minority					
Less than 10	0.3	0.5	1.1	1.7	1.9
10–24	0.0	0.0	2.5	2.1	2.8
25–49	0.9	0.4	0.7	1.9	2.3
50–75	0.8	2.5	3.9	4.2	2.9
More than 75	0.3	0.5	0.6	1.3	2.4

SOURCE: U.S. Department of Education, NCES. Early Childhood Longitudinal Study, "Kindergarten Class of 1998–99," Fall 1998.

Instructional Environments in 8th-Grade Mathematics

Table S44-1 Standard errors for the percentage distribution of 8th-grade mathematics lessons containing task-controlled tasks, a combination of task- and solver-controlled tasks, or solver-controlled tasks, by country: 1994–95

Locus of control	Country		
	United States	Germany	Japan
All task-controlled	7.8	11.0	9.1
Combination of task- and solver-controlled	6.1	9.1	14.1
All solver-controlled	4.7	6.0	15.3

SOURCE: U.S. Department of Education, NCES. *The TIMSS Videotape Classroom Study: Methods and Findings from an Exploratory Research Project on Eighth-Grade Mathematics Instruction in Germany, Japan, and the United States* (NCES 1999–074), 1999.

Table S44-2 Standard errors for the percentage distribution of teachers responding to the question, "What was the main thing you wanted students to learn from today's lesson?," by country and response: 1994–95

Questionnaire response	Country		
	United States	Germany	Japan
Mathematical skills	8.1	7.9	6.2
Mathematical thinking	5.8	6.3	6.5
Social/motivational	3.9	1.8	—
Test preparation	2.6	—	—
Indeterminable	3.4	3.2	1.8

— Standard error not available because no teachers reported these goals.

SOURCE: U.S. Department of Education, NCES. *The TIMSS Videotape Classroom Study: Methods and Findings from an Exploratory Research Project on Eighth-Grade Mathematics Instruction in Germany, Japan, and the United States* (NCES 1999–074), 1999.

Students' Use of the Internet

Table S45-1 Standard errors for the percentage of students in grades 1–12 who had potential access to a computer and used the Internet for various purposes at various locations, by race-ethnicity and family income: 1998

Accessibility, location of use, and reason for use at home	Total	Race-ethnicity			Family income		
		White	Black	Hispanic	Low	Middle	High
Students who had potential access to							
Computer in household	0.5	0.6	1.4	1.5	1.7	1.0	1.0
WebTV in household	0.1	0.2	0.3	0.3	0.2	0.2	0.4
Anyone from household							
use Internet from home	0.5	0.7	0.9	1.2	1.1	0.9	1.5
Students who used the Internet							
At school	0.5	0.5	1.4	1.6	1.9	0.9	1.1
At home	0.5	0.6	0.8	0.9	0.9	0.8	1.6
Outside the home	0.4	0.6	1.0	1.2	1.5	0.8	1.3
At public library	0.2	0.2	0.4	0.5	0.6	0.3	0.5
At community center	(*)	(*)	—	0.1	0.2	0.1	0.1
At someone else's computer	0.2	0.3	0.3	0.5	0.7	0.4	0.5
Purpose of Internet use at home is							
E-mail	0.4	0.5	0.6	0.7	0.7	0.7	1.4
Contacting friends/family	0.4	0.5	0.5	0.7	0.7	0.6	1.4
Educational purposes	0.3	0.4	0.3	0.5	0.4	0.4	1.0
Hobbies	0.2	0.3	0.3	0.3	0.3	0.3	0.9
Educational courses/research for school	0.4	0.6	0.7	0.8	0.8	0.7	1.5
News, weather, sports	0.2	0.3	0.4	0.5	0.4	0.4	1.0
Search for information	1.1	1.3	3.0	3.4	0.6	0.5	1.2
Games, entertainment, fun	0.2	0.2	0.1	0.2	0.3	0.3	0.6

— Not applicable.

* Value less than 0.05.

SOURCE: U.S. Department of Commerce, Bureau of the Census. December and October Current Population Surveys, 1998.

Table S45-2 Standard errors for the percentage of students in grades 1–12 who named various reasons for Internet use as the most important: 1998

Reasons for Internet use	First most important use	Second most important use	Third most important use
E-mail	1.1	0.4	0.4
Educational courses/research for school	1.1	1.1	0.5
News, weather, sports	0.3	0.7	0.9
Phone calls	0.1	0.2	0.4
Search for information	0.4	0.9	1.1
Search for jobs	0.1	0.1	0.3
Job-related tasks	(*)	0.1	0.2
Shop, pay bills, or other commercial activities	0.1	0.2	0.3
Other	0.4	0.4	0.6
Games, entertainment, fun	0.3	0.4	0.5

* Value less than 0.05.

SOURCE: U.S. Department of Commerce, Bureau of the Census. December and October Current Population Surveys, 1998.

School Choice and Parental Satisfaction

Table S46-1 Standard errors for the percentage distribution of students in grades 3–12 who attended a chosen or assigned school, by child's race-ethnicity, parents' highest education level, and household income: 1993, 1996, and 1999

Child's race-ethnicity, parents' highest education level, and household income	1993*			1996			1999		
	Public		Private	Public		Private	Public		Private
	Assigned	Chosen		Assigned	Chosen		Assigned	Chosen	
Total	0.4	0.4	0.3	0.5	0.4	0.3	0.5	0.4	0.3
Race-ethnicity									
White	0.6	0.5	0.4	0.6	0.5	0.5	0.6	0.4	0.4
Black	1.1	1.0	0.4	1.4	1.4	0.6	1.4	1.4	0.6
Hispanic	1.2	1.1	0.6	1.3	1.1	0.8	1.2	1.1	0.6
Other	3.1	3.5	1.7	1.9	1.9	1.2	2.2	2.0	1.3
Parents' highest education level									
Less than high school diploma	1.3	1.3	0.5	1.8	1.6	0.8	1.8	1.9	0.6
High school diploma or GED	0.8	0.7	0.4	0.9	0.7	0.4	1.0	0.8	0.5
Some college/ technical/ vocational school	0.9	0.8	0.5	0.9	0.8	0.6	0.9	0.8	0.5
Bachelor's degree	1.6	0.8	1.2	1.4	1.2	1.0	1.1	0.9	0.9
Graduate/advanced degree	1.1	0.7	0.9	1.4	0.9	1.3	1.1	0.7	1.0
Household income									
\$10,000 or less	1.4	1.1	0.6	1.8	1.6	0.7	2.0	2.0	0.8
10,001–20,000	2.0	2.0	0.5	1.3	1.1	0.7	1.3	1.2	0.8
20,001–35,000	0.7	0.7	0.7	1.0	0.9	0.6	0.9	0.8	0.5
35,001–50,000	1.2	0.7	0.8	0.9	0.8	0.7	1.0	0.8	0.7
50,001 or more	0.8	0.5	0.7	0.8	0.5	0.7	0.8	0.5	0.6

* Data are revised from previously published figures.

SOURCE: U. S. Department of Education, NCES. National Household Education Survey (NHES), 1993 (School Safety and Discipline Component), 1996 (Parent Interview Component), and 1999 (Parent Interview Component).

School Choice and Parental Satisfaction

Table S46-2 Standard errors for the percentage of students in grades 3–12 with parents who were very satisfied with aspects of their child's school, by school choice type, grade level, and race-ethnicity: 1993 and 1999

School, grade level, and race-ethnicity	School		Teacher		Academic standards		Discipline	
	1993	1999	1993	1999	1993	1999	1993	1999
Total	0.7	0.6	0.7	0.5	0.6	0.6	0.7	0.6
Public-Assigned								
Total	0.7	0.7	0.8	0.6	0.6	0.8	0.8	0.7
Grade level								
Grades 3–5	1.3	1.0	1.1	1.1	1.4	1.2	1.4	1.1
Grades 6–8	0.9	1.2	0.8	1.2	1.0	1.2	1.0	1.1
Grades 9–12	1.6	1.1	1.9	1.1	1.0	1.2	1.6	1.1
Race-ethnicity								
White	0.7	0.9	0.8	0.8	0.7	1.0	0.7	1.0
Black	1.7	1.9	1.8	1.8	1.9	1.7	1.9	1.7
Hispanic	2.1	1.4	2.0	1.5	1.7	1.5	2.3	1.5
Other	3.2	2.8	3.1	2.7	3.7	3.0	3.7	3.0
Public-Chosen								
Total	2.6	1.2	1.8	1.1	3.0	1.2	1.6	1.4
Grade level								
Grades 3–5	2.9	2.8	3.0	2.2	2.9	2.3	2.9	2.4
Grades 6–8	7.0	2.7	3.5	2.8	8.0	2.7	3.1	2.5
Grades 9–12	2.4	2.2	2.4	2.0	2.4	2.1	2.2	2.3
Race-ethnicity								
White	3.5	1.9	3.4	2.0	3.8	2.0	2.5	2.0
Black	3.0	2.9	3.0	2.8	2.7	2.9	2.9	3.0
Hispanic	4.0	2.9	4.0	2.8	3.5	2.8	3.7	2.9
Other	14.7	6.9	12.3	6.7	12.6	7.3	13.9	6.8
Private								
Total	1.3	1.3	1.3	1.6	1.3	1.4	1.1	1.2
Grade level								
Grades 3–5	2.7	2.2	2.8	2.1	2.7	2.3	2.0	1.7
Grades 6–8	1.6	2.5	1.8	2.9	1.7	2.4	1.5	2.2
Grades 9–12	2.2	2.3	2.2	2.7	2.1	2.3	2.1	2.1
Race-ethnicity								
White	1.5	1.4	1.6	1.7	1.5	1.5	1.2	1.4
Black	4.5	5.6	5.1	5.1	3.9	4.1	3.5	5.4
Hispanic	4.6	4.4	4.0	4.4	4.3	4.1	3.0	3.8
Other	2.9	7.8	7.7	8.1	3.6	8.5	3.5	6.1

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1993 (School Safety and Discipline Component), and 1999 (Parent Interview Component).

Preparation and Qualifications of Public School Teachers

Table S47-1 Standard errors for the percentage of full-time public school teachers who held various degrees and certificates, by teacher and school characteristics: 1998

Teacher or school characteristic	Degrees and certificates				
	Bachelor's degree	Master's degree	Doctor's degree	Other degree	Other certificate
Total	(*)	1.1	0.2	0.2	0.3
Years of teaching experience					
3 or fewer years	0.1	1.6	0.3	0.5	0.8
4–9 years	—	2.3	0.1	0.4	0.6
10–19 years	—	1.8	0.3	0.3	0.9
20 or more years	—	1.5	0.4	0.3	0.7
School instructional level					
Elementary school	—	1.8	0.2	0.3	0.6
Middle school	0.1	1.9	0.2	0.5	0.7
High school	—	1.5	0.5	0.3	0.7
Combined	—	3.7	1.6	0.2	1.8
School enrollment size					
Less than 300	—	2.6	—	0.5	1.8
300–499	—	2.1	0.5	0.3	1.0
500–999	—	1.9	0.3	0.3	0.6
1,000 or more	0.1	1.7	0.4	0.3	0.7
Region					
Northeast	0.1	2.8	0.8	0.3	1.2
Midwest	—	2.0	0.2	0.4	0.7
South	(*)	1.6	0.3	0.3	0.7
West	—	2.0	0.3	0.3	0.9
Percent minority enrollment					
5 percent or less	—	1.9	0.2	0.6	0.8
6–20 percent	—	2.1	0.5	0.3	0.7
21–50 percent	—	2.1	0.4	0.4	0.7
More than 50 percent	0.1	2.2	0.3	0.4	0.9
Percent of students eligible for free or reduced-price lunch					
Less than 15 percent	—	1.8	0.6	0.3	0.7
15–32 percent	—	2.0	0.3	0.3	0.8
33–59 percent	0.1	2.4	0.3	0.4	0.6
60 percent or more	—	2.3	0.2	0.4	1.1

— Not applicable.

* Percentages less than 0.05

SOURCE: U.S. Department of Education, NCES *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers* (NCES 1999–080), 1999.

Preparation and Qualifications of Public School Teachers

Table S47-2 Standard errors for the percentage distribution of full-time public school teachers according to undergraduate or graduate majors in various fields of study, by teacher and school characteristics: 1998

Teacher or school characteristic	Major field of study			
	Academic field	Subject area education	General education	Other education
Total	0.9	0.7	0.8	0.5
Years of teaching experience				
3 or fewer years	2.1	0.8	2.1	0.8
4-9 years	2.0	1.5	2.3	0.8
10-19 years	1.5	1.5	1.7	1.0
20 or more years	1.6	1.1	1.5	1.1
School instructional level				
Elementary school	1.5	1.1	1.3	0.9
Middle school	2.2	1.5	1.7	0.8
High school	1.2	1.3	0.7	0.2
Combined	3.4	3.3	1.9	1.5

SOURCE: U.S. Department of Education, NCES, *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers* (NCES 1999-080), 1999.

Preparations and Qualifications of Public School Teachers

Table S47-3 Standard errors for the percentage distribution of full-time public school teachers, by various types of teaching certificates in their state and by teacher and school characteristics: 1998

Teacher or school characteristic	Teachers in general elementary classrooms					Teachers in departmentalized settings				
	Type of certificate					Type of certificate				
	Regular or standard state certificate or advanced professional certificate	Provisional ¹	Probationary	Temporary	Emergency or waiver	Regular or standard state certificate or advanced professional certificate	Provisional ¹	Probationary	Temporary	Emergency or waiver
Total	0.7	0.4	0.3	0.3	0.2	0.5	0.3	0.3	0.2	0.2
Years of teaching experience										
3 or fewer years	3.1	2.1	2.1	1.9	1.5	2.3	1.5	1.5	1.2	1.4
4–9 years	1.6	1.4	0.4	0.7	0.3	1.5	1.0	0.8	0.6	0.3
10–19 years	0.6	0.6	0.2	0.2	—	0.7	0.5	0.2	0.2	0.2
20 or more years	0.5	0.5	—	—	—	0.4	0.4	0.1	—	—
School enrollment size										
Less than 300	1.1	0.6	0.5	0.6	0.2	1.7	1.1	0.8	—	0.5
300–499	1.1	0.9	0.4	0.5	0.2	2.2	1.4	1.5	0.5	0.5
500–999	1.0	0.6	0.6	0.5	0.4	0.7	0.5	0.3	0.2	0.4
1,000 or more	2.9	1.5	2.3	1.9	1.3	0.9	0.6	0.5	0.5	0.3
Region										
Northeast	1.8	1.7	0.6	0.8	—	1.0	0.9	0.7	0.5	—
Midwest	1.1	1.1	0.3	0.4	—	1.5	0.8	0.8	0.3	—
South	1.0	0.7	0.6	0.5	0.3	0.7	0.6	0.4	0.3	0.3
West	1.4	0.8	0.8	0.7	0.8	1.4	0.4	0.8	0.7	1.1
Percent minority enrollment										
5 percent or less	0.8	0.7	0.4	0.5	—	1.4	0.7	0.8	0.3	0.1
6–20 percent	1.1	0.7	0.5	0.5	0.1	0.9	0.6	0.5	0.3	0.2
21–50 percent	1.6	1.0	0.8	0.5	0.4	1.0	0.7	0.6	0.4	0.3
More than 50 percent	1.7	1.1	0.7	0.7	0.8	1.2	0.8	0.6	0.7	0.8
Percent of students eligible for free or reduced-price lunch										
Less than 15 percent	1.3	1.0	0.6	0.8	0.3	1.2	0.6	0.7	0.4	0.2
15–32 percent	1.5	1.1	0.5	0.6	—	1.0	0.6	0.5	0.5	0.2
33–59 percent	0.9	0.7	0.5	0.3	0.3	1.0	0.7	0.4	0.3	0.2
60 percent or more	1.3	0.9	0.7	0.5	0.7	1.5	0.9	0.7	0.6	1.1

— Not applicable.

SOURCE: U.S. Department of Education, NCES. *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers* (NCES 1999–080), 1999.

Perceived Impact of Professional Development

Table S48-1 Standard errors for the percentage of full-time public school teachers who participated in the past 12 months in professional development activities that focused on various topics, by number of hours spent in development activity: 1998

Focus of activity	Total	Any participation		
		Total hours spent		
		1 to 8	9 to 32	More than 32
In-depth study in the subject area of your main teaching assignment	0.8	0.7	0.7	0.5
New methods of teaching (e.g., cooperative learning)	0.7	1.0	0.8	0.5
State or district curriculum and performance standards	0.8	1.1	0.8	0.4
Integration of educational technology in the grade or subject you teach	0.8	1.0	0.8	0.5
Student performance assessment	0.9	1.0	0.7	0.4
Classroom management, including student discipline	0.9	0.9	0.4	0.4
Addressing the needs of students with limited English proficiency or from diverse cultural backgrounds	1.1	0.8	0.4	0.4
Addressing the needs of students with disabilities	1.1	0.9	0.4	0.3

SOURCE: U.S. Department of Education, NCES. *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers* (NCES 1999-080), 1999.

Age of School Buildings

Table S49-1 Standard errors for the mean age and percentage distribution of public schools according to year of school construction and condition of school, by selected school characteristics: 1994–96

School characteristic	Mean age	Year school was constructed				Condition of school		
		Before 1950	1950–69	1970–84	1985 or after	Oldest	Moderate	Newest
Total	0.6	1.0	1.1	0.8	0.7	1.6	1.6	1.1
Instructional level								
Elementary	0.7	1.3	1.3	0.9	0.9	2.0	2.0	1.4
Secondary	0.5	1.1	2.0	1.4	1.0	2.3	2.5	1.3
Enrollment size								
Less than 300	1.1	2.3	2.1	1.4	1.2	3.3	3.3	1.6
300–999	0.6	1.1	1.4	0.9	0.9	2.0	2.0	1.4
1,000 or more	0.9	1.6	2.0	2.1	1.5	3.7	4.0	2.8
Metropolitan status								
City	1.0	2.1	2.1	1.3	1.2	3.8	3.6	2.2
Urban fringe	1.0	1.9	2.0	1.3	1.3	3.7	3.4	2.2
Town	1.1	2.0	2.1	1.7	1.4	2.8	3.2	1.8
Rural	0.9	1.8	1.9	1.2	1.3	3.1	3.3	2.3
Region								
Northeast	1.6	2.6	2.3	1.7	1.3	3.9	4.2	1.9
Southeast	0.9	1.7	2.2	2.0	1.5	3.7	3.8	2.4
Central	1.1	2.2	2.0	1.2	1.2	3.5	3.4	1.5
West	0.8	1.7	1.7	1.4	1.3	2.8	2.9	2.6
Percentage of students eligible for free or reduced-price lunch								
Less than 20 percent	0.8	1.6	1.9	1.3	1.3	3.4	3.3	2.0
20–49 percent	0.9	1.3	1.6	1.3	1.4	2.9	2.6	2.1
50 percent or more	1.1	2.2	2.3	1.4	1.3	3.5	3.3	2.1

SOURCE: U.S. Department of Education, NCES. *How Old Are Our Public Schools?* (NCES 1999–048), 1999.

Table S49-2 Standard errors for the percentage distribution of public schools according to year of construction, by year of last major renovation: 1994–96

Year of last major renovation	Total	Year school was constructed			
		Before 1950	1950–69	1970–84	1985 or after
Total	—	1.5	2.0	1.6	1.1
Never	1.6	0.5	1.1	0.7	0.5
Before 1980	1.2	0.7	1.0	0.3	—
1980–89	1.4	0.9	1.0	0.6	0.3
1990–95	1.5	1.0	1.4	0.7	0.5

— Not applicable.

SOURCE: U.S. Department of Education, NCES. *How Old Are Our Public Schools?* (NCES 1999–048), 1999.

Undergraduate Remedial Education

Table S50-1 Standard errors for percentage of postsecondary education degree-granting institutions offering remedial courses, by type of courses and type of institution: Fall 1995

Subject	Public 2-year	Public 4-year	Private 4-year
Reading, writing, or mathematics	—	2.6	3.9
Reading	0.7	3.1	2.7
Writing	0.5	2.7	4.2
Mathematics	0.5	2.7	3.5

—Not applicable.

SOURCE: U.S. Department of Education, NCES. Postsecondary Education Quick Information System, "Survey on Remedial Education in Higher Education Institutions," 1995.

Student Satisfaction with Instruction

Table S51-1 Standard errors for percentage of beginning postsecondary students who were satisfied with various aspects of instruction at their institution, by type of institution: 1995–96

	Private, not-for-profit 4-year	Public 4-year	Public 2-year
Instructors' ability to teach	0.8	1.0	1.0
Class size	0.5	0.9	0.8
Course availability	1.3	1.2	1.2

SOURCE: U.S. Department of Education, NCES. National Postsecondary Student Aid Study (NPSAS:1996), Undergraduate Data Analysis System.

Instructional Faculty and Staff Who Teach Undergraduates

Table S52-1 Standard errors for the percentage of full-time instructional faculty and staff in 4-year institutions who taught at least one undergraduate class or who taught only undergraduate classes for credit, by academic rank: Fall 1992

Academic rank	Taught at least one undergraduate class for credit			Taught only undergraduate classes for credit		
	All 4-year	4-year doctoral	4-year non-doctoral	All 4-year	4-year doctoral	4-year non-doctoral
Total	0.9	1.5	0.7	0.9	1.3	1.0
Full professor	1.4	2.1	1.0	1.4	1.7	1.4
Associate professor	1.4	2.4	1.0	1.5	2.1	1.6
Assistant professor	1.2	2.1	1.0	1.4	2.1	1.3
Instructor or lecturer	1.4	2.8	1.0	1.6	3.0	1.4

SOURCE: U.S. Department of Education, NCES. 1993 National Study of Postsecondary Faculty (NSOPF: 1993).

Distance Learning in Postsecondary Education

Table S53-1 Standard errors for percentage of postsecondary education degree-granting institutions that offered distance education courses, by institution type: Fall 1995 and 1997–98

	Fall 1995	1997–98
Public 2-year	1.9	2.4
Public 4-year	2.0	1.9
Private 4-year	1.2	1.6

SOURCE: U.S. Department of Education, NCES, Postsecondary Education Quick Information System, "Survey on Distance Education Courses Offered by Higher Education Institutions," 1995; and "Survey on Distance Education at Postsecondary Institutions," 1997–98.

Services for Disabled Postsecondary Students

Table S54-1 Standard errors for the percentage of 2-year and 4-year postsecondary education institutions that enrolled students with disabilities that offered selected services or accommodations to students with disabilities, by type of service or accommodation: 1996–97 or 1997–98

Selected service or accommodation	Total	Public		Private	
		2-year	4-year	2-year	4-year
Alternative exam formats or more time	1.0	1.7	—	5.2	2.1
Tutors to assist with ongoing coursework	1.3	2.2	2.3	5.5	2.9
Readers, notetakers, scribes	1.4	2.4	1.8	4.7	2.7
Registration assistance or priority registration	1.7	2.8	1.3	5.3	2.7
Adaptive equipment/technology	1.8	2.7	2.4	5.7	2.9
Textbooks on tape	1.7	2.6	1.8	3.1	2.7

— Estimate of standard error is not derived because it is based on a statistic estimated at 100.0 percent.

SOURCE: U.S. Department of Education, NCES, Postsecondary Education Quick Information System, "Survey on Students with Disabilities at Postsecondary Education Institutions," 1998.

Time Allocation of Full-Time Faculty

Table S56-1 Standard errors for the average number of hours worked per week and percentage distribution of time spent on various work activities by full-time instructional faculty, by type of institution and academic rank: Fall 1992

Type of institution and academic rank	Average hours worked per week	Percentage of time spent			
		Teaching	Research	Administration	Other
Total	0.2	0.5	0.4	0.2	0.2
Type of institution					
Research	0.4	0.7	0.8	0.5	0.6
Doctoral	0.5	1.1	0.8	0.5	0.8
Comprehensive	0.3	0.6	0.4	0.4	0.2
Liberal arts	0.6	0.9	0.7	0.8	0.4
2-year	0.4	0.6	0.2	0.5	0.4
Academic rank					
Full professor	0.3	0.7	0.6	0.4	0.3
Associate professor	0.4	0.8	0.6	0.4	0.4
Assistant professor	0.3	0.7	0.7	0.3	0.5
Instructor	0.5	0.9	0.3	0.5	0.7
Lecturer	1.3	2.9	1.6	1.5	2.7

SOURCE: U.S. Department of Education, NCES. 1993 National Study of Postsecondary Faculty (NSOPF:1993).

Part-Time Instructional Faculty and Staff

Table S57-1 Standard errors for the percentage of postsecondary instructional faculty and staff who were employed part time, by sex and academic rank: Fall 1992

Sex and academic rank	Total	Type of institution					
		Research	Doctoral	Compre- hensive	Liberal arts	2-year	Other
Total	0.9	2.5	2.4	2.0	2.8	1.3	3.4
Sex							
Male	1.1	2.1	2.4	2.2	3.5	1.6	3.9
Female	0.9	3.7	3.0	1.9	2.3	1.3	3.4
Academic rank							
Full professor	1.2	2.1	3.0	2.5	3.1	2.7	4.6
Associate professor	1.7	3.9	2.3	1.2	1.7	3.1	8.7
Assistant professor	1.5	3.3	2.6	1.8	3.6	3.9	6.7
Instructor	1.0	5.4	3.4	1.9	3.3	1.4	5.2
Lecturer	2.3	5.9	6.3	2.3	6.4	1.8	8.7

SOURCE: U.S. Department of Education, NCES. 1993 National Study of Postsecondary Faculty (NSOPF:1993).

Before and After School Care

Table S58-1 Standard errors for percentage of children in grades K–8 who received various types of care before or after school, by selected student characteristics: 1999

Student characteristic	Received care from relative			Received care from nonrelative			Attended center-based program			Child cared for self			Parental care		
	Total	K–5	6–8	Total	K–5	6–8	Total	K–5	6–8	Total	K–5	6–8	Total	K–5	6–8
Total	0.5	0.6	0.7	0.3	0.4	0.4	0.5	0.6	0.7	0.4	0.3	0.9	0.6	0.8	0.9
Race-ethnicity															
White	0.5	0.7	0.7	0.4	0.6	0.4	0.6	0.7	1.0	0.5	0.3	1.3	0.7	0.9	1.2
Black	1.5	1.6	2.1	0.8	1.1	1.1	1.8	2.1	2.3	1.0	0.9	2.0	1.8	2.0	2.5
Hispanic	1.1	1.3	2.0	0.7	0.9	0.6	0.9	1.0	1.8	0.8	0.8	1.8	1.4	1.6	2.4
Other	2.4	2.8	3.2	1.2	1.7	1.5	2.2	2.4	4.6	1.6	1.8	3.6	3.1	3.2	5.9
Household income															
\$10,000 or less	2.1	2.3	2.8	1.0	1.3	1.3	1.9	2.1	2.9	1.1	1.0	2.7	2.4	2.7	3.5
10,001–20,000	1.5	1.8	2.4	0.9	1.1	0.9	1.4	1.5	2.5	1.1	1.0	2.1	1.6	2.0	2.6
20,001–35,000	1.0	1.1	1.5	0.7	0.9	0.9	0.8	1.1	1.5	0.7	0.7	1.8	1.3	1.5	2.2
35,001–50,000	1.1	1.4	1.6	0.7	0.9	0.7	0.9	1.2	1.7	0.9	0.7	2.1	1.2	1.6	1.8
50,001 or more	0.6	0.8	0.9	0.5	0.7	0.4	0.7	0.8	1.1	0.6	0.5	1.4	0.9	1.0	1.6
Parents' highest education level															
Less than high school	1.6	2.1	2.1	0.9	1.3	0.9	1.6	2.0	2.7	1.2	1.2	2.3	2.0	2.5	3.0
High school diploma or GED	1.1	1.2	1.6	0.5	0.8	0.6	1.0	1.2	1.5	0.8	0.7	1.8	1.4	1.5	1.9
Some college/vocational/technical	1.0	1.2	1.4	0.6	0.9	0.7	0.8	1.1	1.3	0.6	0.5	1.6	1.0	1.2	1.8
Bachelor's degree	0.9	1.0	1.8	0.8	1.0	0.8	1.0	1.2	1.5	1.0	0.7	2.6	1.2	1.4	2.5
Graduate/professional degree	0.8	1.1	1.0	0.8	1.0	0.6	1.1	1.3	1.8	1.0	0.8	2.0	1.4	1.8	2.1
Poverty status															
Poor	1.5	1.7	2.1	0.7	0.9	0.8	1.3	1.5	1.8	0.9	0.7	1.9	1.7	1.9	2.6
Nonpoor	0.4	0.5	0.6	0.4	0.5	0.4	0.4	0.6	0.7	0.4	0.3	1.1	0.5	0.7	1.0
Family structure															
Two biological/adoptive parents	0.5	0.7	0.7	0.4	0.5	0.4	0.5	0.6	1.0	0.5	0.3	1.2	0.7	0.9	1.3
One biological/adoptive parent	1.2	1.2	1.8	0.7	1.0	0.7	1.0	1.3	1.2	0.8	0.6	1.6	1.3	1.5	1.8
One biological/adoptive parent and one stepparent	1.9	2.4	2.2	1.0	1.4	0.8	1.3	1.9	1.9	1.2	1.2	2.3	2.0	2.4	3.0
Other relatives	2.7	3.4	3.7	1.1	1.2	2.2	3.5	2.7	7.9	2.3	2.2	5.6	4.1	4.9	6.3
Step- or foster parents	7.0	8.5	9.8	1.5	2.6	—	5.1	7.3	6.3	5.1	7.2	8.3	7.2	10.7	11.4

— Not applicable.

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Parent Interview Component).

Parental Involvement in Schools

Table S59-1 Standard errors for the percentage of students in grades K–12 whose parents reported involvement in their child's school, by grade and selected characteristics: 1996 and 1999

Characteristic	Attended general meeting		Attended scheduled meeting with teacher		Attended school event		Acted as a volunteer or served on a committee		Indicated involvement in any of the four activities	
	1996	1999	1996	1999	1996	1999	1996	1999	1996	1999
Grades K–12										
Total	0.4	0.5	0.4	0.5	0.4	0.5	0.4	0.4	0.3	0.3
Race-ethnicity										
White	0.6	0.6	0.5	0.5	0.6	0.6	0.5	0.5	0.3	0.3
Black	1.3	1.2	1.3	1.3	1.3	1.3	1.2	1.3	1.0	1.0
Hispanic	1.4	1.2	1.3	1.1	1.3	1.0	1.2	1.0	0.9	0.8
Other	1.9	1.9	1.8	1.8	1.8	2.2	1.9	2.0	1.3	1.4
Household income										
\$10,000 or less	1.5	1.7	1.6	2.0	1.7	1.8	1.3	1.5	1.2	1.3
10,001–20,000	1.4	1.2	1.5	1.2	1.4	1.4	1.4	1.2	0.8	0.9
20,001–35,000	1.0	1.1	1.0	1.1	1.0	1.1	0.9	1.0	0.6	0.7
35,001–50,000	0.8	0.8	0.9	1.0	0.9	1.0	1.1	1.1	0.4	0.6
50,001 or more	0.5	0.5	0.6	0.6	0.7	0.7	0.9	0.7	0.3	0.3
Parents' highest education level										
Less than high school	2.0	1.9	1.7	1.8	2.0	1.7	1.3	1.0	1.4	1.4
High school diploma/GED	0.9	1.1	0.8	0.9	0.9	1.0	0.8	0.9	0.6	0.7
Some college/vocational/technical	0.7	0.8	0.8	0.8	0.8	0.9	0.7	1.0	0.5	0.5
Bachelor's degree	0.8	0.8	0.9	1.0	1.0	1.0	1.3	1.2	0.4	0.4
Graduate/professional school	0.7	0.6	1.1	1.1	0.9	0.8	1.1	1.2	0.4	0.4
Family structure										
Two biological/adoptive parents	0.5	0.5	0.5	0.5	0.6	0.5	0.6	0.6	0.3	0.3
One biological/adoptive parent	1.0	1.0	0.8	1.0	1.0	0.8	0.9	0.8	0.7	0.6
One biological/adoptive and one stepparent	1.4	1.5	1.4	1.4	1.4	1.5	1.3	1.4	0.8	0.8
Other relatives	2.7	3.3	3.2	3.0	2.6	2.9	2.5	2.0	2.5	2.2
Step- or foster parents	7.1	6.8	7.2	6.1	8.5	6.7	7.8	5.2	4.3	4.9

Parental Involvement in Schools

Table S59-1 Standard errors for the percentage of students in grades K–12 whose parents reported involvement in their child's school, by grade and selected characteristics: 1996 and 1999—Continued

Characteristic	Attended general meeting		Attended scheduled meeting with teacher		Attended school event		Acted as a volunteer or served on a committee		Indicated involvement in any of the four activities	
	1996	1999	1996	1999	1996	1999	1996	1999	1996	1999
Grades K–5										
Total	0.6	0.5	0.5	0.5	0.6	0.7	0.6	0.6	0.3	0.3
Race-ethnicity										
White	0.8	0.6	0.6	0.5	0.7	0.9	0.7	0.7	0.3	0.2
Black	1.7	1.4	1.7	1.4	1.9	1.8	1.7	1.8	1.2	1.1
Hispanic	1.7	1.3	1.3	1.1	2.1	1.6	1.6	1.4	1.0	0.8
Other	2.5	2.3	1.8	2.1	2.8	3.0	3.0	3.3	0.9	1.1
Household income										
\$10,000 or less	2.0	2.1	1.8	2.1	2.4	2.3	1.9	1.9	1.4	1.3
10,001–20,000	1.9	1.7	1.6	1.5	1.8	1.8	1.8	1.8	0.9	0.8
20,001–35,000	1.1	1.2	1.1	1.1	1.3	1.5	1.5	1.2	0.7	0.7
35,001–50,000	1.0	0.9	0.9	0.9	1.3	1.3	1.5	1.5	0.4	0.5
50,001 or more	0.6	0.5	0.6	0.5	1.0	1.1	1.2	0.9	0.2	0.1
Parents' highest education level										
Less than high school	2.7	2.3	2.2	2.1	2.9	2.6	2.0	1.7	1.6	1.5
High school diploma/GED	1.0	1.2	1.1	1.0	1.0	1.4	1.1	1.3	0.5	0.7
Some college/vocational/technical	1.0	0.8	0.8	0.7	1.0	1.3	1.1	1.4	0.6	0.3
Bachelor's degree	0.9	0.9	0.9	0.7	1.4	1.3	1.7	1.6	0.4	0.2
Graduate/professional school	0.9	0.8	0.7	0.8	1.4	1.3	1.4	1.7	0.3	0.3
Family structure										
Two biological/adoptive parents	0.5	0.5	0.5	0.4	0.7	0.8	0.7	0.8	0.2	0.2
One biological/adoptive parent	1.3	1.1	1.0	1.0	1.4	1.1	1.3	1.1	0.7	0.7
One biological/adoptive and one stepparent	2.3	2.1	1.6	1.8	2.3	2.4	2.3	2.1	1.2	1.0
Other relatives	4.4	3.9	5.2	3.9	4.9	5.2	4.0	3.8	3.9	2.2
Step- or foster parents	10.5	8.8	8.4	10.5	10.9	11.6	9.0	8.7	2.4	2.2

Parental Involvement in Schools

Table S59-1 Standard errors for the percentage of students in grades K–12 whose parents reported involvement in their child's school, by grade and selected characteristics: 1996 and 1999—Continued

Characteristic	Attended general meeting		Attended scheduled meeting with teacher		Attended school event		Acted as a volunteer or served on a committee		Indicated involvement in any of the four activities	
	1996	1999	1996	1999	1996	1999	1996	1999	1996	1999
Grades 6–8										
Total	0.8	0.9	0.9	1.0	0.9	0.8	0.9	0.9	0.5	0.5
Race-ethnicity										
White	0.9	1.0	1.1	1.1	1.1	1.0	1.1	1.2	0.6	0.6
Black	2.4	2.2	2.4	2.2	2.7	2.6	2.2	2.2	2.0	2.1
Hispanic	2.2	2.3	2.6	2.1	2.6	2.5	2.1	2.0	1.8	1.7
Other	4.5	3.0	4.2	3.1	4.0	4.6	3.2	3.7	3.6	1.6
Household income										
\$10,000 or less	3.0	3.4	2.5	3.6	3.3	3.7	2.0	2.5	2.4	3.0
10,001–20,000	3.0	2.8	2.5	2.5	2.7	3.0	2.3	2.4	2.0	2.0
20,001–35,000	1.9	1.8	2.1	2.0	2.0	1.8	1.8	2.0	1.2	1.2
35,001–50,000	1.5	1.5	1.8	2.2	1.7	1.7	1.8	2.1	0.8	0.8
50,001 or more	1.1	1.1	1.4	1.5	1.3	1.3	1.7	1.8	0.4	0.6
Parents' highest education level										
Less than high school	3.4	3.4	3.0	3.1	2.8	3.3	2.1	2.2	2.6	2.7
High school diploma/GED	1.7	2.2	1.6	1.9	1.9	1.9	1.3	1.7	1.3	1.3
Some college/vocational/technical	1.3	1.3	1.7	1.7	1.5	1.6	1.7	1.5	0.8	0.8
Bachelor's degree	1.5	1.7	2.1	1.9	1.8	2.1	2.4	2.3	0.7	1.0
Graduate/professional school	1.5	1.6	2.4	2.0	1.9	1.6	2.5	2.5	1.0	0.8
Family structure										
Two biological/adoptive parents	1.0	1.0	1.2	1.3	1.3	1.2	1.3	1.3	0.6	0.6
One biological/adoptive parent	1.6	1.9	1.5	1.8	1.9	1.9	1.4	1.7	1.4	1.3
One biological/adoptive and one stepparent	2.2	2.1	2.4	2.0	2.8	2.0	2.4	2.4	1.2	1.0
Other relatives	5.0	6.8	5.0	5.9	5.6	6.6	4.6	3.9	4.7	3.1
Step- or foster parents	14.6	10.6	12.3	11.1	15.5	9.8	15.8	10.0	12.3	9.2

Parental Involvement in Schools

Table S59-1 Standard errors for the percentage of students in grades K–12 whose parents reported involvement in their child's school, by grade and selected characteristics: 1996 and 1999—Continued

Characteristic	Attended general meeting		Attended scheduled meeting with teacher		Attended school event		Acted as a volunteer or served on a committee		Indicated involvement in any of the four activities	
	1996	1999	1996	1999	1996	1999	1996	1999	1996	1999
Grades 9–12										
Total	0.9	1.0	0.8	1.1	0.9	0.9	0.9	0.7	0.7	0.7
Race-ethnicity										
White	1.0	1.0	0.9	1.3	1.2	1.1	1.1	1.0	0.8	0.8
Black	2.7	2.2	2.4	2.3	2.7	2.5	1.9	1.7	2.3	2.0
Hispanic	3.1	2.6	2.7	2.3	2.9	2.1	2.3	1.5	2.3	2.1
Other	3.7	4.3	3.8	4.1	3.7	4.5	3.0	3.0	3.3	3.6
Household income										
\$10,000 or less	3.4	3.2	3.9	4.1	3.5	3.6	2.5	2.0	3.6	2.7
10,001–20,000	2.7	2.7	3.0	3.1	2.8	2.6	2.4	1.9	2.1	2.4
20,001–35,000	1.8	2.4	1.9	2.1	1.9	2.0	1.6	1.8	1.4	1.7
35,001–50,000	1.7	2.1	2.0	2.5	2.0	2.0	1.7	1.7	1.2	1.6
50,001 or more	1.1	1.2	1.3	1.4	1.3	1.2	1.6	1.2	0.7	0.7
Parents' highest education level										
Less than high school	3.7	3.7	3.4	3.8	3.1	3.4	1.9	1.6	3.2	3.6
High school diploma/GED	1.7	2.0	1.5	1.5	1.9	1.9	1.5	1.5	1.5	1.6
Some college/vocational/technical	1.6	1.6	1.7	1.8	1.7	1.8	1.2	1.6	1.2	1.2
Bachelor's degree	1.7	1.8	2.3	2.6	1.9	2.4	2.4	2.3	1.1	0.9
Graduate/professional school	1.4	1.3	2.0	2.2	1.6	1.5	2.0	2.0	0.9	0.9
Family structure										
Two biological/adoptive parents	1.1	1.2	0.9	1.3	0.9	1.1	1.2	1.1	0.7	0.8
One biological/adoptive parent	1.8	1.9	1.7	1.8	2.1	1.8	1.6	1.2	1.6	1.4
One biological/adoptive and one stepparent	2.5	2.7	2.8	2.3	2.4	2.8	2.0	2.1	1.7	1.8
Other relatives	4.9	5.1	4.4	5.2	4.6	5.0	2.6	2.8	4.7	4.7
Step- or foster parents	13.1	15.3	11.6	13.3	12.0	11.8	12.1	9.5	9.3	12.1

SOURCE: U.S. Department of Education, NCES, National Household Education Survey (NHES), 1996 (Parent and Family Involvement in Education Component) and 1999 (Parent Interview Component).

Parents' Attitudes Toward Schools

Table S60-1 Standard errors for the percentage of children in grades 3–12 with parents who were very satisfied with various aspects of the school their child attends, by selected family characteristics: 1993 and 1999

Characteristic	Satisfaction measure							
	Child's school		Child's teachers		School's academic standards		School's order and discipline	
	1993	1999	1993	1999	1993	1999	1993	1999
Total	0.7	0.6	0.7	0.5	0.6	0.6	0.7	0.6
Race-ethnicity								
White	0.7	0.7	0.8	0.6	0.7	0.8	0.6	0.8
Black	1.4	1.5	1.5	1.5	1.5	1.3	1.6	1.3
Hispanic	1.8	1.1	1.5	1.2	1.5	1.2	2.1	1.2
Other	3.5	2.6	3.1	2.4	3.3	2.4	4.1	2.4
Household income								
Less than \$10,000	1.9	2.3	2.0	2.0	1.6	1.9	2.3	2.2
\$10,001–20,000	1.4	1.8	1.4	1.7	1.6	1.8	2.1	1.7
\$20,001–35,000	1.4	1.1	1.1	1.1	1.1	1.2	1.8	1.1
\$35,001–50,000	1.4	1.5	1.4	1.2	1.1	1.4	1.1	1.3
\$50,001 or more	0.9	0.9	0.9	1.0	0.9	0.9	1.0	0.9
Parents' highest education level								
Less than high school	3.1	2.1	3.2	2.0	3.3	2.1	4.0	1.8
High school diploma/GED	1.0	1.1	0.9	1.1	0.9	1.2	1.0	1.2
Some college/vocational/technical	1.1	1.0	1.2	1.0	1.1	1.0	1.1	1.2
Bachelor's degree	1.6	1.5	1.6	1.3	1.5	1.5	1.5	1.3
Graduate/professional degree	1.2	1.3	1.3	1.4	1.2	1.4	1.4	1.3
Family structure								
Two biological/adoptive parents	0.6	0.8	0.6	0.7	0.6	0.8	0.8	0.8
One biological/adoptive parent	1.3	1.1	1.5	0.9	1.3	1.2	1.9	0.9
One biological/adoptive and one stepparent	33.9	1.7	23.6	1.5	25.8	1.6	31.8	1.5
Other relatives	6.6	3.7	6.7	3.8	6.4	3.5	6.4	3.8
Urbanicity								
Live inside urban area	0.7	0.7	0.8	0.8	0.7	0.8	0.8	0.8
Live outside urban area	1.4	1.7	2.2	1.5	1.8	1.5	2.1	1.7
Rural	1.8	1.3	1.7	1.2	1.5	1.2	1.3	1.3

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1993 (School Safety and Discipline Component) and 1999 (Parent Interview Component).

Public Elementary and Secondary Expenditures

Table S61-1 Standard deviations for the public school district expenditures per student, by selected district characteristics: School year 1995–96

Selected district characteristic	Expenditures					Number of districts
	Total	Instruction	Support services	Capital outlay	Other	
Metropolitan status						
Primarily serves a central city	\$11,966	\$6,836	\$4,627	\$881	\$1,013	—
Serves a metropolitan area but not a central city	8,122	3,429	3,883	1,242	2,166	—
Does not serve a metropolitan area	12,914	4,308	8,910	1,262	1,790	—
Children in district below the poverty level						
Less than 5.0 percent	17,714	6,479	11,702	1,282	2,748	—
5.0–9.9 percent	3,046	1,379	806	1,345	1,285	—
10.0–20.0 percent	5,464	1,900	2,765	984	1,203	—
More than 20.0 percent	4,743	2,143	1,739	1,358	1,318	—

— Not applicable.

NOTE: The standard deviation is an indication of how dispersed or spread out the distribution is about its center or the mean. As the values in a distribution become more dispersed, the standard deviation grows larger.
SOURCE: U.S. Department of Education, NCES. Common Core of Data, "Public School District Universe Survey," 1995–96, and "Public School District Financial Survey," 1995–96.

Change in the Sources of Public School Financing

Table S63-1 Standard deviations for the percentage distribution of revenues for public elementary and secondary schools according to source of funds and region, by region: 1991–92 to 1996–97

	1991–92	1992–93	1993–94	1994–95	1995–96	1996–97
United States						
Local	20.7	20.69	20.6	20.7	20.7	20.5
State	18.6	18.16	18.5	18.7	18.6	18.5
Federal	9.36	9.95	11.2	11.1	10.2	10.3
Local						
Northeast	12.4	12.57	12.0	12.3	12.3	12.1
Midwest	8.39	8.0	10.0	11.6	11.8	10.7
South	17.3	16.8	16.7	17.0	17.1	16.6
West	18.3	17.5	16.9	16.8	16.1	16.1
State						
Northeast	11.8	11.8	11.3	11.6	11.7	11.5
Midwest	9.0	8.7	10.8	12.5	12.4	11.3
South	16.8	16.4	16.3	16.4	16.4	16.4
West	17.2	16.1	15.8	15.9	15.0	14.9
Federal						
Northeast	1.1	1.2	1.1	1.0	1.0	0.9
Midwest	2.3	2.5	2.3	2.4	2.2	2.3
South	3.0	2.8	2.6	2.3	2.2	3.0
West	2.5	2.9	2.4	2.2	2.3	2.5

NOTE: The standard deviation is an indication of how dispersed or spread out the distribution is about its center or the mean. As the values in a distribution become more dispersed, the standard deviation grows larger.
SOURCE: U.S. Department of Education, NCES. Common Core of Data, "Public School District Universe Survey," 1991–92 through 1996–97, and "Public School District Financial Survey," 1991–92 through 1996–97.

Instructional Expenditures for Higher Education

Table S66-1 Standard errors for the percentage of students in grades 6–12 whose parents reported that their children would continue education after high school, and of those students, percentage whose parents reported having taken various steps to prepare to pay for their children's postsecondary education, by grade and family income: 1999

Grade and family income	Percentage of students whose parents reported that they expected their children to continue education after high school	Of students whose parents expected them to go on to postsecondary education, percentage whose parents reported that they had			
		Obtained information/had an estimate of tuition and fees	Started saving money/making financial plans	Talked with someone/read materials about financial aid	Heard of Lifetime Learning or Hope Scholarship tax credits
Total	0.4	0.7	0.7	0.6	0.6
Grade					
6–8	0.5	1.0	1.1	0.8	1.0
9–12	0.5	0.8	0.7	0.9	0.8
Family income					
\$25,000 or less	0.9	1.3	1.3	1.4	1.0
\$25,001–50,000	0.6	1.3	1.4	1.1	1.1
\$50,001–75,000	0.6	1.3	1.4	1.5	1.5
Over \$75,000	0.3	1.2	1.0	1.4	1.4

SOURCE: U.S. Department of Education, NCES. National Household Education Survey (NHES), 1999 (Parent Interview Component).

Net Price of College Attendance

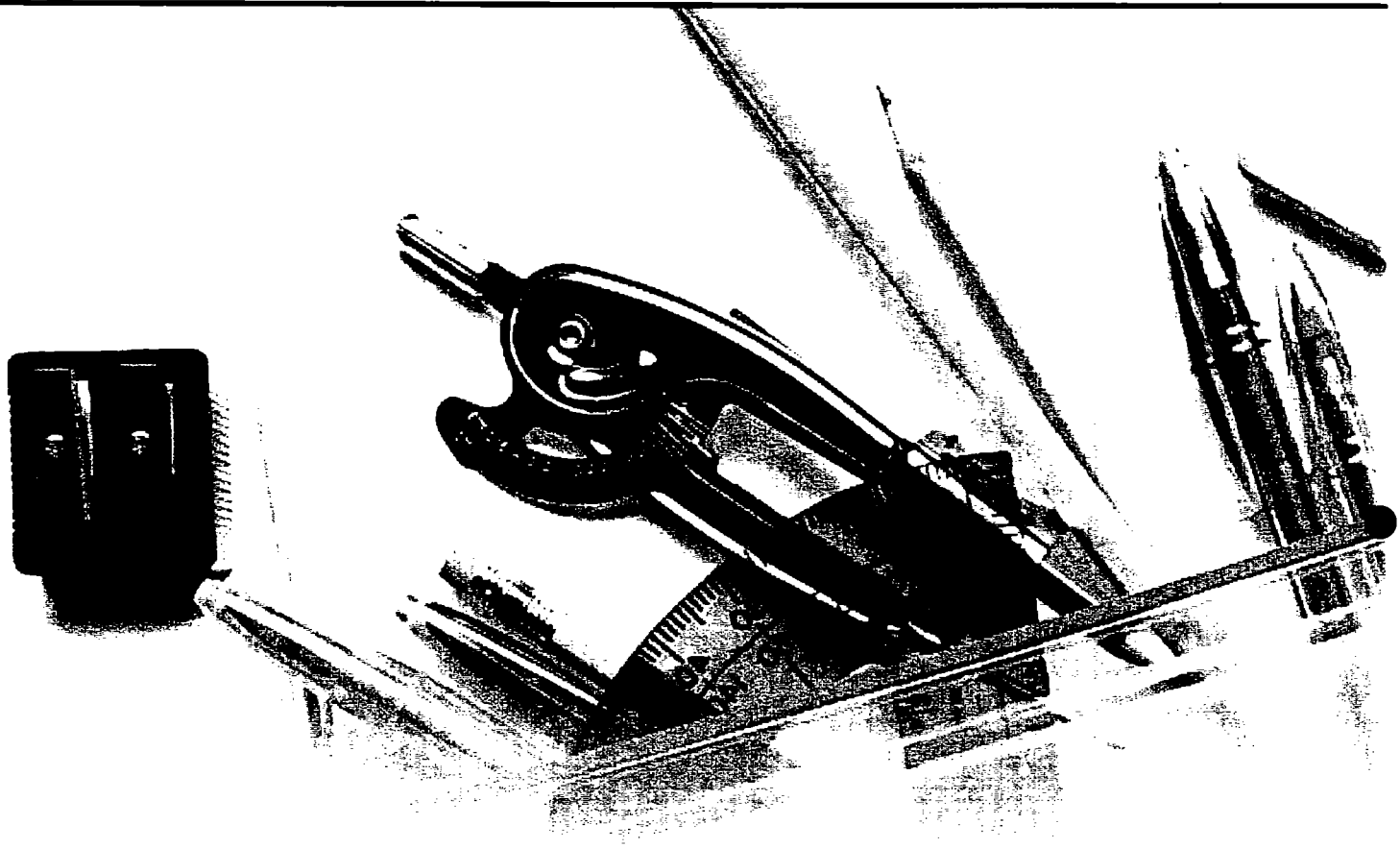
Table S67-1 Standard errors for the average price of college attendance and student financial aid for dependent full-time, full-year undergraduates, by institution and family income: Academic year 1995–96

Type of institution and family income	Tuition/fees	Total price	Grants	Net price	Student loans	Student earnings
Total	177.4	205.4	79.0	155.6	36.4	110.9
Public 4-year	121.6	150.3	49.6	145.6	41.6	136.4
Low income	141.3	207.3	123.0	169.8	98.4	186.2
Lower middle	109.4	151.7	79.4	135.5	86.6	285.8
Upper middle	126.9	155.1	48.7	151.6	62.3	232.4
High income	181.2	181.7	53.0	189.0	56.3	226.7
Private, not-for-profit 4-year	334.3	408.8	177.2	319.5	70.3	113.5
Low income	571.8	749.6	339.0	607.4	155.7	170.6
Lower middle	368.6	425.5	325.2	276.1	108.0	150.3
Upper middle	342.3	402.4	220.4	341.7	103.4	213.9
High income	339.7	403.6	133.9	406.9	72.5	219.0
Public 2-year	56.8	169.6	77.9	206.7	38.2	398.4
Low income	91.9	261.2	140.4	332.8	67.2	956.0
Lower middle	83.0	267.6	87.9	298.6	74.9	400.6
Upper middle	107.9	216.2	41.4	222.4	82.4	722.7
High income	114.7	187.9	49.4	193.0	59.2	848.2

SOURCE: U.S. Department of Education, NCES. National Postsecondary Student Aid Study (NPSAS:1996), Undergraduate Data Analysis System.

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A

A Nation at Risk: A report published by the U.S. Department of Education in 1983 highlighting deficiencies in knowledge of the Nation's students and population as a whole in areas such as literacy, mathematics, geography, and basic science.

Academic support: This category of college expenditures includes expenditures for support services that are an integral part of the institution's primary missions of instruction, research, or public service. Includes expenditures for libraries, galleries, audio/visual services, academic computing support, ancillary support, academic administration, personnel development, and course and curriculum development.

Adult education: College, vocational, or occupational programs, continuing education or noncredit courses, correspondence courses and tutoring, as well as courses and other educational activities provided by employers, community groups, and other providers.

Advanced degree: Any formal degree attained after the bachelor's degree. Advanced degrees include master's degrees, doctoral degrees, and first-professional degrees.

Appropriations (federal funds): Budget authority provided through the congressional appropriation process that permits federal agencies to incur obligations and to make payments.

Appropriations (institutional revenues): An amount (other than a grant or contract) received from or made available to an institution through an act of a legislative body.

Associate's degree: A degree granted for the successful completion of a subbaccalaureate program of studies, usually requiring at least 2 years (or the equivalent) of full-time college-

level study. This includes degrees granted in a cooperative or work-study program.

Auxiliary enterprises: This category includes those essentially self-supporting operations that exist to furnish a service to students, faculty, or staff, and that charge a fee that is directly related to, although not necessarily equal to, the cost of the service. Examples are residence halls, food services, college stores, and intercollegiate athletics.

Average daily attendance (ADA): The aggregate attendance of students in a school during a reporting period (normally a school year) divided by the number of days that school is in session during this period. Only days on which the students are under the guidance and direction of teachers should be considered days that school is in session.

B

Baccalaureate degree: (See Bachelor's degree.)

Bachelor's degree: A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least 4 years (or the equivalent) of full-time college-level study. This includes degrees granted in a cooperative or work-study program.

C

Capital outlay: The expenditures for property, and for buildings and alterations completed by school district staff or contractors.

Care from a relative: Includes care on a regular basis from nonparental and nonguardian relatives (e.g., grandparents, siblings, aunts, uncles) that occurs in or outside the child's home.

Care from a nonrelative: Includes care on a regular basis by home child-care providers, regular sitters, or neighbors. Excludes Head

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Start, day-care centers, nursery schools, or pre-schools.

Care from a center-based program: Includes care on a regular basis that occurs at Head Start, day-care centers, nursery schools, or pre-schools.

Child cares for self: Includes self-care only.

Parental care only: Includes care on a regular basis by parents only. Excludes children who receive care from relatives, nonrelatives, center-based programs, or self on a regular basis.

Carnegie unit: A standard of measurement used for secondary education that represents the completion of a course that meets one period per day for one year.

Catholic school: A private school over which a Roman Catholic church group exercises some control or provides some form of subsidy. Catholic schools for the most part include those operated or supported by: a parish, a group of parishes, a diocese, or a Catholic religious order. (See Orientation.)

Center-based programs: Including Head Start, nursery school, prekindergartens, day-care centers and preschools.

Certificate: An award granted for the successful completion of a subbaccalaureate program of studies, which usually requires less than 2 years of full-time postsecondary study.

Cohort: A group of individuals who have a statistical factor in common; for example, year of birth.

College: A postsecondary school that offers general or liberal arts education, usually leading to an associate's, bachelor's, master's, doctor's, or first-professional degree. Junior colleges and community colleges are included under this terminology.

Comprehensive reform: Efforts to improve education for all students by establishing high content and performance standards and redesigning the various components of the educational system in a coordinated and coherent fashion to support students' learning to the standards.

Condition of schools: The condition of schools can be classified into three groups depending on when they were built and renovated: "oldest" is defined as being built before 1970 and never renovated or renovated before 1980. "Moderate" is defined as being built between 1970 and 1984 or built before 1970 and renovated in 1980 or later. "Newest" is defined as being built after 1984, renovated or not.

Constant dollars: Dollar amounts that have been adjusted by means of price and cost indexes to eliminate inflationary factors and allow direct comparison across years.

Consumer price index (CPI): This price index measures the average change in the cost of a fixed-market basket of goods and services purchased by consumers.

Control of institutions: A classification of institutions of elementary/secondary or postsecondary education by whether the institution is operated by publicly elected or appointed officials (public control) or by privately elected or appointed officials and derives its major source of funds from private sources (private control).

Core subjects: A *Nation at Risk* recommended that all students seeking a high school diploma be required to enroll in a core curriculum called "New Basics." The core subjects included in this plan are 4 units of English; 3 units each of science, social studies, and mathematics; and 0.5 units of computer science.

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Cost of college attendance: Cost of living for students attending postsecondary institutions, including tuition and fees, books, room and board, child care, transportation, and other miscellaneous expenses.

Current dollars: Dollar amounts that have not been adjusted to compensate for inflation.

Current expenditures (elementary/secondary): The expenditures for operating local public schools, excluding capital outlay and interest on school debt. These expenditures include such items as salaries for school personnel, fixed charges, student transportation, school books and materials, and energy costs. Beginning in 1980–81, expenditures for state administration are excluded.

Current expenditures per pupil in enrollment: Current expenditures for the regular school term divided by the total number of students registered in a given school unit at a given time, generally in the fall of a year.

Current-fund expenditures: (postsecondary) Money spent to meet current operating costs, including salaries, wages, utilities, student services, public services, research libraries, scholarships, fellowships, auxiliary enterprises, hospitals, and independent operations. Excludes loans, capital expenditures, and investments.

Current-fund revenues: (postsecondary) Money received during the current fiscal year from revenue that can be used to pay obligations currently due, and surpluses reappropriated for the current fiscal year.

D

Dependent student: A student who, under federal criteria, is considered to be financially dependent on his or her parents or guardians. Most full-time students are considered dependent until they are 24 years old.

Distance education: Instructional programs or courses in which the instructor and students need not be in the same physical place, particularly those relying on computers, audio, or video technology as the medium for delivery and, sometimes, for two-way interaction.

Doctor's degree: An earned degree carrying the title of Doctor. The Doctor of Philosophy degree (Ph.D.) is the highest academic degree and requires mastery within a field of knowledge and demonstrated ability to perform scholarly research. Other doctorates are awarded for fulfilling specialized requirements in professional fields, such as education (Ed.D.), musical arts (D.M.A.), business administration (D.B.A.), and engineering (D.Eng. or D.E.S.). Many doctor's degrees in both academic and professional fields require an earned master's degree as a prerequisite. First-professional degrees, such as M.D. and D.D.S., are not included under this heading. (See First-professional degree.)

Dropout: The term is used to describe both the event of leaving school before graduating and the status of an individual who is not in school and who is not a graduate. Transferring schools from a public to a private school, for example, is not regarded as a dropout event. A person who drops out of school may later return and graduate, but is called a dropout at the time he or she left school. At the time the person returns to school, he or she is called a stopout. Measures to describe these often complicated behaviors include the event dropout rate (or the closely related school persistence rate), the status dropout rate, and the high school completion rate.

E

Educational and general expenditures: (See Expenditures.)

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Educational and general expenditures: The sum of current-fund expenditures for instruction, research, public service, academic support, student services, institutional support, operation and maintenance of plant, and awards from restricted and unrestricted funds.

Educational attainment: The highest grade of regular school attended and completed.

Elementary: Grades K–8.

Elementary school: A school classified as elementary by state and local practice and composed of any span of grades not above grade 8. Preschool or kindergarten is included under this heading only if it is an integral part of an elementary school or a regularly established school system.

Elementary/secondary school: As reported in this publication, includes only regular schools (i.e., schools that are part of state and local school systems, and also most not-for-profit private elementary/secondary schools, both religiously affiliated and nonsectarian). Schools not reported include subcollegiate departments of institutions of higher education, residential schools for exceptional children, federal schools for American Indians, and federal schools on military posts and other federal installations.

English as a Second Language (ESL): Programs that provide intensive instruction in English for students with limited English proficiency.

English: A group of instructional programs that describes the English language arts, including composition, creative writing, and the study of literature.

Enrollment: The total number of students registered in a given school unit at a given time, generally in the fall of a year.

Expenditures per pupil: Charges incurred for a particular period of time divided by a stu-

dent unit of measure, such as enrollment, average daily attendance, or average daily membership.

Expenditures: Charges incurred, whether paid or unpaid, which are presumed to benefit the current fiscal year. For elementary/secondary schools, these include all charges for current outlays plus capital outlays and interest on school debt. For postsecondary education institutions, these include current outlays plus capital outlays. For government, these include charges net of recoveries and other correcting transactions other than for retirement of debt, investment in securities, extension of credit, or as agency transaction. Also, government expenditures include only external transactions, such as the provision of prerequisites or other payments in kind. Aggregates for groups of governments exclude intergovernmental transactions among the governments.

F

Family income: The combined income of all family members 14 years old and older living in the household for the period of 1 year. Income includes money income from jobs; net income from business, farm, or rent; pensions; dividends; interest; social security payments; and any other money income.

Federal aid: Student financial aid provided through the federal government. This aid can either be provided by or administered by a federal agency. Federal agencies providing aid include the Department of Education, Department of Health and Human Services, Department of Defense, Veterans Administration, and the National Science Foundation. Federal aid can be in the form of grants, loans, and work-study aid.

Federal funds: Amounts collected and used by the federal government for the general purposes of the government. There are four types of

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federal fund accounts: the general fund, special funds, public enterprise funds, and intragovernmental funds. The major federal fund is the general fund, which is derived from general taxes and borrowing. Federal funds also include certain earmarked collections, such as those generated by and used to finance a continuing cycle of business-type operations.

First-professional degree: A degree that signifies both completion of the academic requirements for beginning practice in a given profession and a level of professional skill beyond that normally required for a bachelor's degree. This degree is usually based on a program requiring at least 2 academic years of work prior to entrance and a total of at least 6 academic years of work to complete the degree program, including both prior-required college work and the professional program itself. By NCES definition, first-professional degrees are awarded in the fields of dentistry (D.D.S or D.M.D.), medicine (M.D.), optometry (O.D.), osteopathic medicine (D.O.), pharmacy (D.Pharm.), podiatric medicine (D.P.M.), veterinary medicine (D.V.M.), chiropractic (D.C. or D.C.M.), law (J.D.), and theological professions (M.Div. or M.H.L.).

Fiscal year: The yearly accounting period for the federal government, which begins on October 1 and ends on the following September 30. The fiscal year is designated by the calendar year in which it ends; for example, fiscal year 1992 begins on October 1, 1991, and ends on September 30, 1992. (From fiscal year 1844 to fiscal year 1976 the fiscal year began on July 1 and ended on the following June 30.)

Foreign languages: A group of instructional programs that describes the structure and use of language that is common or indigenous to individuals of the same community or nation, the same geographical area, or the same cultural traditions. Programs cover such features as sound, literature, syntax, phonology, seman-

tics, sentences, prose, and verse, as well as the development of skills and attitudes used in communicating and evaluating thoughts and feelings through oral and written language.

Free lunch eligibles: The National School Lunch Program's assistance program for low-income children. Families with school-age children who fall below the poverty level and have no other significant assets are eligible to receive government assistance in the form of free or reduced-price school lunches.

Full-time enrollment: The number of students enrolled in higher education courses with a total credit load equal to at least 75 percent of the normal full-time course load.

Full-time instructional faculty: Those members of the instruction/research staff who are employed full time as defined by the institution, including faculty with released time for research and faculty on sabbatical leave. The full-time category excludes faculty who are employed to teach less than two semesters, three quarters, two trimesters, or two 4-month sessions; replacements for faculty on sabbatical leave or those on leave without pay; faculty for preclinical and clinical medicine; faculty who are donating their services; faculty who are members of military organizations and who are paid on a different pay scale from civilian employees; academic officers whose primary duties are administrative; and graduate students who assist in the instruction of courses.

Full-time worker: One who is employed for 35 or more hours per week, including paid leave for illness, vacation, and holidays. Hours may be reported either for a survey reference week, or for the previous calendar year, in which case they refer to the usual hours worked.

Full-time-equivalent (FTE) enrollment: For institutions of higher education, enrollment of full-time students, plus the full-time equivalent

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of part-time students as reported by institutions. In the absence of an equivalent reported by an institution, the FTE enrollment is estimated by adding one-third of part-time enrollment to full-time enrollment.

G

GED recipient: A person who has obtained certification of high school equivalency by meeting state requirements and passing an approved exam, which is intended to provide an appraisal of the person's achievement or performance in the broad subject matter areas usually required for high school graduation.

Government appropriation: An amount (other than a grant or contract) received from or made available to an institution through an act of a legislative body.

Government grant or contract: Revenues from a government agency for a specific research project or other program.

Graduate: An individual who has received formal recognition for the successful completion of a prescribed program of studies.

Grants: Also known as scholarships, these are funds for postsecondary education that do not have to be repaid.

Gross Domestic Product (GDP): Gross national product less net property income from abroad. Both gross national product and gross domestic product aggregate only the incomes of residents of a nation, corporate and individual, derived directly from the current production of goods and services. However, gross national product also includes net property from abroad. (See Gross National Product.)

Gross National Product (GNP): A measure of the money value of the goods and services available to the nation from economic activity. GNP can be viewed in terms of expenditure categories,

which include purchases of goods and services by consumers and government, gross private domestic investment, and net exports of goods and services. The goods and services included are largely those bought for final use (excluding illegal transactions) in the market economy. A number of inclusions, however, represent imputed values, the most important of which is rental value of owner-occupied housing. GNP, in this broad context, measures the output attributable to the factors of production, labor, and property supplied by U.S. residents.

H

Hearing impairment: An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance, in the most severe case because the child is impaired in processing linguistic information through hearing.

High school: A secondary school offering the final years of high school work necessary for graduation, usually including grades 10, 11, 12 (in a 6-3-3 plan) or grades 9, 10, 11, and 12 (in a 6-2-4 plan).

HOPE Scholarship Tax Credit: This federal income tax credit is designed to help taxpayers pay the cost of the first 2 years of postsecondary education.

Humanities: Instructional programs in the following fields: area and ethnic studies, foreign languages, letters, liberal/general studies, multi/interdisciplinary studies, philosophy and religion, theology, and the visual and performing arts.

I

Institutional support: The category of postsecondary education expenditures that includes day-to-day operational support for colleges, excluding expenditures for physical plant opera-

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tions. Examples of institutional support include general administrative services, executive direction and planning, legal and fiscal operations, and community relations.

Instruction: This category includes expenditures of the colleges, schools, departments, and other instructional divisions of postsecondary education institutions, and expenditures for departmental research and public service, which are not separately budgeted. Includes expenditures for both credit and noncredit activities. Excludes expenditures for academic administration where the primary function is administration (e.g., academic deans).

Instructional expenditures (elementary/secondary): Current expenditures for activities directly associated with the interaction between teachers and students. These include teacher salaries and benefits, supplies (such as textbooks), and purchased instructional services.

Instructional staff: Full-time-equivalent number of positions, not the number of different individuals occupying the positions during the school year. In local schools, includes all public elementary and secondary (junior and senior high) day-school positions that are in the nature of teaching or in the improvement of the teaching-learning situation. Includes consultants or supervisors of instruction, principals, teachers, guidance personnel, librarians, psychological personnel, and other instructional staff. Excludes administrative staff, attendance personnel, clerical personnel, and junior college staff.

K

Kindergarten: Includes transitional kindergarten, kindergarten, and pre-first-grade students.

L

Labor force: Individuals employed as civilians, unemployed, or in the armed services during

the survey week. The “civilian labor force” is composed of all civilians classified as employed or unemployed. (See Employed and Unemployed.)

Life sciences: Life sciences are instructional programs that describe the systematic study of living organisms. Life sciences include biology, biochemistry, biophysics, and zoology.

Limited-English-proficient: A concept developed to assist in identifying those language-minority students (children from language backgrounds other than English) who need language assistance services, in their own language or in English, in the schools. The Bilingual Education Act, reauthorized in 1988 (P.L. 100-297), describes a limited-English-proficient (LEP) student as one who:

(1) meets one or more of the following conditions:

(a) a student who was born outside the United States or whose native language is not English;

(b) a student who comes from an environment where a language other than English is dominant; or

(c) a student who is an American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and

(2) has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English-only classrooms.

Many ways of making this determination about an individual students' English proficiency are being used by school systems across the United States. These include various combinations of

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home language surveys, informal teacher determination, formal interviews, and a number of types of assessment tests for classification, placement, and monitoring of progress.

Loan: Borrowed money that must be repaid.

Local education agency (LEA): (See School district.)

Locus of control:

Task control: tasks where students were asked only to follow the procedures demonstrated by their teacher.

Student control: tasks where students had control over the procedures used to solve a problem.

M

Mandatory transfers: Those transfers that must be made to fulfill a binding legal obligation of the institution. Includes mandatory debt-service provisions relating to academic and administrative buildings, including amounts set aside for debt retirement and interest and required provisions for renewal and replacements to the extent not financed from other sources. Also includes the institutional matching portion for Perkins Loans when the source of funds is current revenue.

Master's degree: A degree awarded for successful completion of a program generally requiring 1 or 2 years of full-time college-level study beyond the bachelor's degree. One type of master's degree, including the Master of Arts degree, or M.A., and the Master of Science degree, or M.S., is awarded in the liberal arts and sciences for advanced scholarship in a subject field or discipline and demonstrated ability to perform scholarly research. A second type of master's degree is awarded for the completion of a professionally oriented program, for example, an M.Ed. in education, an

M.B.A. in business administration, an M.F.A. in fine arts, an M.M. in music, an M.S.W. in social work, and an M.P.A. in public administration. A third type of master's degree is awarded in professional fields for study beyond the first-professional degree, for example, the Master of Laws (LL.M.) and Master of Science in various medical specializations.

Metropolitan population: The population residing in metropolitan statistical areas (MSAs). (See Metropolitan Statistical Area.)

Metropolitan Statistical Area (MSA): A large population nucleus and the nearby communities that have a high degree of economic and social integration with that nucleus. Each MSA consists of one or more entire counties (or county equivalents) that meet specified standards pertaining to population, commuting ties, and metropolitan character. In New England, towns and cities, rather than counties, are the basic units. MSAs are designated by the Office of Management and Budget. An MSA includes a city and, generally, its entire urban area and the remainder of the county or counties in which the urban area is located. An MSA also includes such additional outlying counties that meet specified criteria relating to metropolitan character and level of commuting of workers into the central city or counties. Specified criteria governing the definition of MSAs recognized before 1980 are published in Standard Metropolitan Statistical Areas: 1975, issued by the Office of Management and Budget. New MSAs were designated when 1980 and 1990 counts showed that they met one or both of the following criteria:

- (1) Included a city with a population of at least 50,000 within their corporate limits; or
- (2) Included a Census Bureau-defined urbanized area (which must have a population of at least 50,000) and a total MSA population of at least 100,000 (or, in New England, 75,000).

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Migrant Education Program Summer-Term Projects: Projects that use Migrant Education Program (MEP) funds to provide instructional and/or support services to migrant students during the summer.

Minority: Any racial-ethnic group that is non-white and not Hispanic is considered minority.

Modal grade: The modal grade is the year of school in which the largest proportion of students of a given age are enrolled. Enrolled persons are classified according to their relative progress in school; that is, whether the grade or year in which they were enrolled was below, at, or above the modal (or typical) grade for persons of their age at the time of the survey.

Multiple disabilities: concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

N

Natural sciences: A group of fields of study that includes the life sciences, physical sciences, and mathematics.

New Basics Curriculum: A minimum curriculum recommended by the National Commission on Excellence in Education (NCEE) to be completed by high school graduates that consists of: 4 years of English, 3 years of mathematics, 3 years of science, 3 years of social studies, and one-half year of computer science. College-bound high school graduates are also advised to complete 2 years of foreign language.

Nonmetropolitan residence group: The population residing outside metropolitan statistical areas. (See Metropolitan statistical area.)

Nonsectarian school: A private school whose curriculum and operation are independent of religious orientation and influence in all but incidental ways.

Nonsupervisory instructional staff: Persons such as curriculum specialists, counselors, librarians, remedial specialists, and others possessing education certification but not responsible for the day-to-day teaching of the same group of pupils.

Nontenure-track faculty: Faculty members who were either not on the tenure track or whose faculty status lacked a tenure system at the sampled institution.

Nursery school: (See Preprimary.)

O

Obligations: Amounts of orders placed, contracts awarded, services received, or similar legally binding commitments made by federal agencies during a given period that will require outlays during the same or some future period.

Orthopedic impairments: A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Other expenditures: Other than support services and capital outlay, the sum of all other current fund expenditures for community services, nonpublic school programs, adult education, community colleges, interest on school debt, and other expenditures.

Other religious school: A private school that is affiliated with an organized religion or denomination other than Roman Catholicism or

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that has a religious orientation other than Catholicism in its operation and curriculum.

Other support services staff: (elementary and secondary school) All staff not reported in other categories. This group includes media personnel, social workers, data processors, health maintenance workers, bus drivers, security, cafeteria workers, and other staff.

Outlays: The value of checks issued, interest accrued on the public debt, or other payments made, net of refunds and reimbursements.

P

Parent: In the Current Population Survey, a parent is defined as a biological, adoptive, step, or foster parent, or a legal guardian. In other words, “parents” have some biological or legal association to the child. A parent is not necessarily the head of the household. A parent’s highest education level was determined by merging information from the parent’s record with information from his or her children’s record. When no parent resided in the household, information from the legal guardian’s record was merged with information from the children’s record.

Part-time enrollment: The number of students enrolled in higher education courses with a total credit load less than 75 percent of the normal full-time credit load.

Percentile (score): A value on a scale of zero to 100 that indicates the percent of a distribution that is equal to or below it. For example, a score in the 95th percentile is a score equal to or better than 95 percent of all other scores.

Personal income: Current income received by persons from all sources minus their personal contributions for social insurance. Classified as “persons” are individuals (including owners of unincorporated firms), nonprofit institutions serving individuals, private trust funds,

and private noninsured welfare funds. Personal income includes transfers (payments not resulting from current production) from government and business such as social security benefits and military pensions, but excludes transfers among persons.

Postsecondary education: The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose, and excludes vocational and adult basic education programs (see also *Supplemental Note 4*).

Prekindergarten: (See Preprimary.)

Preprimary: Elementary education programs for children who are too young for first grade. Includes center-based programs and kindergarten.

Private school or institution: A school or institution that is controlled by an individual or agency other than a state, a subdivision of a state, or the federal government, which is usually not supported primarily by public funds, and is not operated by publicly elected or appointed officials.

Public service: Funds budgeted specifically for public service and expended for activities established primarily to provide noninstructional services beneficial to groups external to the institution. Examples are seminars and projects provided to particular sectors of the community and expenditures for community services and cooperative extension services.

R

Remedial course (postsecondary): Courses provided in reading, writing, or mathematics for college students lacking those skills necessary to perform college-level work at the level

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required by the institution; thus, what constitutes remedial courses varies from institution to institution.

Remedial education: Instruction for a student lacking the reading, writing, or mathematics skills necessary to perform college-level work at the level required by the attended institution.

Research: Funds expended for activities specifically organized to produce research outcomes and commissioned by an agency either external to the institution or separately budgeted by an organizational unit within the institution. Does not include nonresearch expenditures (e.g., training).

Revenues: All funds received from external sources, net of refunds, and correcting transactions. Noncash transactions such as receipt of services, commodities, or other receipts “in kind” are excluded, as are funds received from the issuance of debt, liquidation of investments, and nonroutine sale of property.

S

Salary workers: Any person who worked one or more days during the previous year and was paid on the basis of a yearly salary is considered a salary worker.

Salary: The total amount regularly paid or stipulated to be paid to an individual, before deductions, for personal services rendered while on the payroll of a business or organization.

Scholarships and fellowships: This category of college expenditures applies only to money given in the form of outright grants and trainee stipends to individuals enrolled in formal course work, either for credit or not. Aid to students in the form of tuition or fee remissions is included. College work-study funds are excluded and are reported under the program in which the student is working. In the

tabulations in this volume, Pell grants are not included in this expenditure category.

Scholastic Assessment Test (SAT): An examination administered by the Educational Testing Service and used to predict the facility with which an individual will progress in learning college-level academic subjects.

School administrators: Those staff members whose activities are concerned with directing and managing the operation of a particular school. They may be principals or assistant principals, including those who coordinate school instructional activities with those of the local education agency (LEA) and other appropriate units.

School district: An education agency at the local level that exists primarily to operate public schools or to contract for public school services. Synonyms are “local basic administrative unit” and “local education agency.”

School year: The 12-month period of time denoting the beginning and ending dates for school accounting purposes, usually from July 1 through June 30.

Science: The body of related courses concerned with knowledge of the physical and biological world and with the processes of discovering and validating this knowledge.

Secondary: 9–12.

Secondary school: A school that has any span of grades beginning with the next grade following an elementary or middle school (usually grade 7, 8, or 9) and ending with or below grade 12. Both junior high schools and senior high schools are included.

Social studies: A group of instructional programs that describes the substantive portions of behavior, past and present activities, interactions, and organizations of people associated

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together for religious, benevolent, cultural, scientific, political, patriotic, or other purposes.

Socioeconomic status (SES): The SES quartile variable used for both High School and Beyond and the National Education Longitudinal Study of 1988 was built using parental education level, parental occupation, family income, and household items. Students were placed in quartiles based on their standardized composite score. By definition, one-quarter of each cohort will reside in the bottom SES quartile, even if education levels, income, and the number of persons in more prestigious occupations increase. The terms high, middle, and low SES refer to the upper, middle two, and lower quartiles of the weighted SES composite index distribution.

Specific learning disabilities: A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not apply to children who have learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

Speech or language impairments: A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

Student controlled: Tasks where students had control over the procedures used to solve a problem.

Student services: Funds expended for admissions, registrar activities, and activities whose primary purpose is to contribute to students' emotional and physical well-being and to their intellectual, cultural, and social development outside the context of the formal instructional program.

Stopout: (See Dropout.)

Subbaccalaureate degree: Award granted for the successful completion of studies at either 2-year or less-than-2-year institutions. Subbaccalaureate degrees typically include associate's degrees and certificates.

Support services expenditures (elementary/secondary): Current expenditures for activities which support instruction. These services include school building operation and maintenance, school administration, student support services, student transportation, instructional staff support, school district administration, business services, research, testing, and data processing.

Support Services: The sum of current fund expenditures on student services (e.g., guidance, health), instructional services (e.g., curriculum development, staff training), general and school administration, operation and maintenance, transportation, food services, and enterprise operations.

T

Task controlled: Tasks where students were asked only to follow the procedures demonstrated by their teacher.

Tax expenditures: Losses of tax revenue attributable to provisions of the federal income tax laws that allow a special exclusion, exemption, or deduction from gross income or provide a special credit, preferential rate of tax, or a deferral of tax liability affecting individual or corporate income tax liabilities.

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Technical/professional fields: A group of occupationally oriented fields of study, other than engineering and computer science, that includes agriculture and agricultural sciences, architecture, business and management, communications, education, health sciences, home economics, law, library and archival sciences, military sciences, parks and recreation, protective services, and public affairs.

Tenure-track faculty: Faculty members who were either tenured or on the tenure track at their institution.

Total expenditures per pupil in average daily attendance: Includes all expenditures allocable to per pupil costs divided by average daily attendance. These allocable expenditures include current expenditures for regular school programs, interest on school debt, and capital outlay. Beginning in 1980–81, expenditures for state administration are excluded and expenditures for other programs (summer schools, community colleges, and private schools) are included.

Tuition and fees: A payment or charge for instruction or compensation for services, privileges, or the use of equipment, books, or other goods.

Type of postsecondary education degree-granting institutions:

4-year institution: An institution legally authorized to offer and offering at least a 4-year program of college-level studies wholly or principally creditable toward a baccalaureate degree. In some tables a further division between

universities and other 4-year institutions is made. A “university” is a postsecondary institution that typically comprises one or more graduate professional schools. (See University.)

2-year institution: An institution legally authorized to offer and offering at least a 2-year program of college-level studies that terminates in an associate’s degree or is principally creditable toward a baccalaureate degree.

U

Undergraduate students: Students registered at a postsecondary education institution in a program leading to a baccalaureate degree or other formal award below the baccalaureate such as an associate degree.

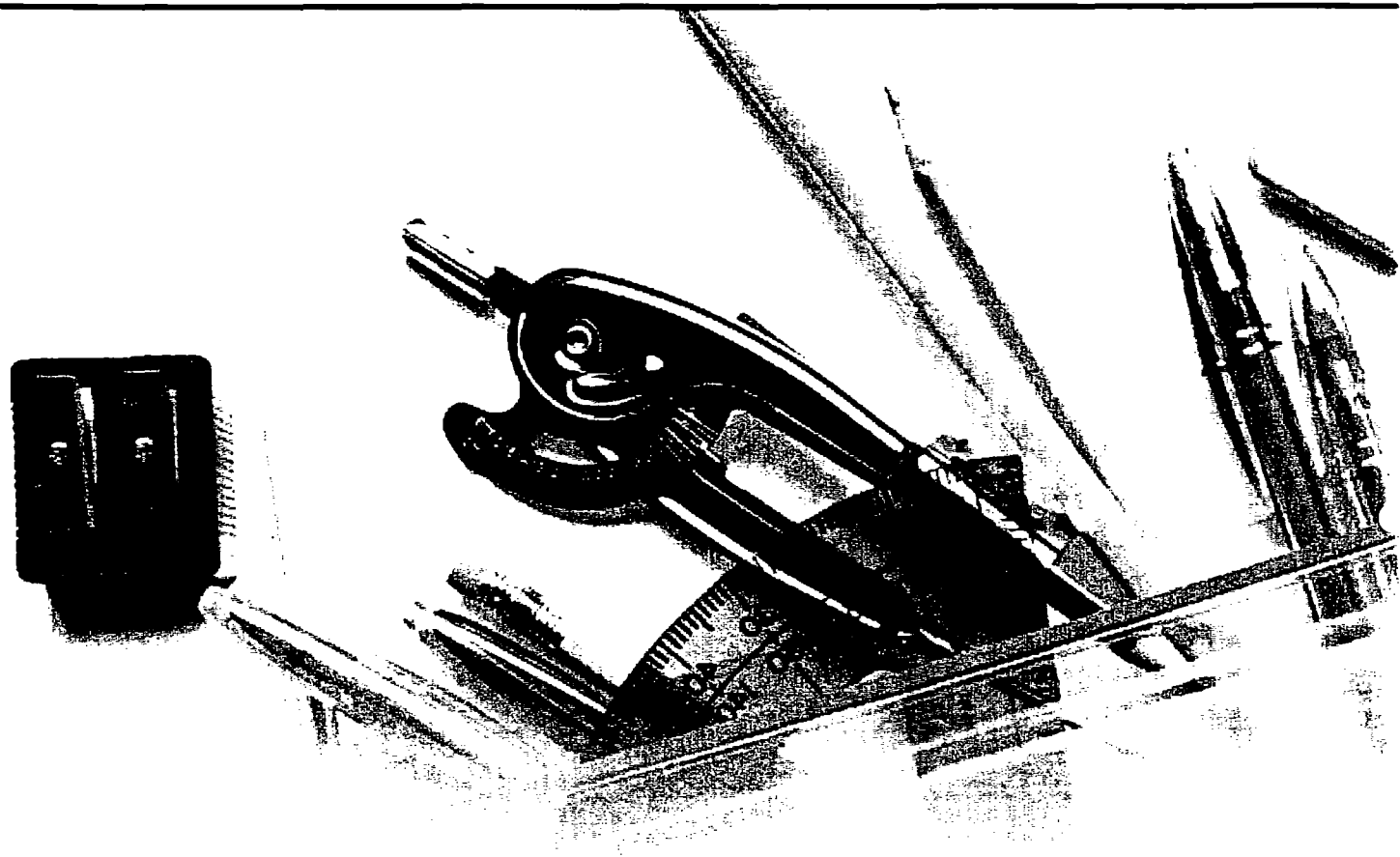
Unemployed: Civilians who had no employment but were available for work and (1) had engaged in any specific job-seeking activity within the past 4 weeks, (2) were waiting to be called back to a job from which they had been laid off, or (3) were waiting to report to a new wage or salary job within 30 days.

University: A postsecondary education institution that consists of a liberal arts college, a diverse graduate program, and usually two or more professional schools or faculties, and is empowered to confer degrees in various fields of study.

Y

Year-round worker: One who was employed at least 50 weeks during the previous calendar year, including paid leave for illness, vacation, or other reasons.

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